



United Nations  
Educational, Scientific and  
Cultural Organization

A collage of images including a person writing on a chalkboard, a clownfish in a coral reef, and traditional wooden carvings.

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# TIMOR-LESTE – UNESCO COUNTRY PROGRAMMING DOCUMENT 2009-2013



TIMOR-LESTE – UNESCO  
COUNTRY PROGRAMMING  
DOCUMENT  
2009–2013



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## FOREWORD

In response to the ongoing UN reform, and with a view to achieve greater coherence, efficiency and enhanced high-quality in the delivery of support to member states, UNESCO has recently initiated the development of coherent and demand driven country based programmes (UCPD), which articulate UNESCO's role within the country's Development Plan and within the joint UN Programme (UNDAF).

UNESCO Office, Jakarta is pleased to present the Timor-Leste – UNESCO Country Programming Document 2009–2013 (TL-UCPD). The TL-UCPD is our organization's blueprint of action in working with the Timor-Leste government and other sectors, such as civil society and the private sector, in the pursuit of the national development goals and objectives along UNESCO's areas of competence — education, science and technology, natural and human sciences, culture, communication and information. An early draft of this TL-UCPD has also been useful in defining UNESCO's role within the joint UN Programme in the country (UNDAF).

With the TL-UCPD, UNESCO will be working with a development framework that will facilitate a coordinated and systematic partnership with development partners and stakeholders. A consultative process was adopted in the preparation of the document. This ensured that the proposed programme is demand driven and enjoys the support of Government and other stakeholders. Consistent with UNESCO's philosophy, the UCPD highlights sectoral, intersectoral and interdisciplinary perspectives. The TL-UCPD also benefits from a recently introduced regional programming approach of the UNESCO Office, Jakarta, which entails the development of Regional Flagship Programmes.

Pursuing the TL-UCPD 2009–2013 will be challenging, considering that UNESCO has a very limited capacity in Timor-Leste via its 'Antenna Office'. Nevertheless, UNESCO will be able to mobilize expertise and resources from its Regional Offices in Jakarta and Bangkok, from Headquarters, and from existing networks and associations of experts. Besides, UNESCO is committed to develop strong partnerships, and work closely with the Timor-Leste National Commission for UNESCO, in order to ensure effective implementation of the programme. It will draw support from the wider UNESCO family – national committees of intergovernmental programs, UNESCO centers and institutes worldwide, and UNESCO associated schools and clubs.

UNESCO Office, Jakarta is grateful to the Timor-Leste government and key development partners from civil society organizations, the private sector, academia, professional associations, and mass media for providing valuable inputs in the preparation of this pioneering UNESCO Country Programme for Timor-Leste. Special thanks go to Ms Kirsty Sword Gusmao and her team from the Timor-Leste National Commission for UNESCO for their invaluable support and assistance in the preparation of this document. We are confident that the TL-UCPD will contribute significantly to the attainment of an enhanced quality of life for the people of Timor-Leste in the years ahead.



**Hubert Gijzen, Ph.D**  
Director and Representative  
UNESCO Office, Jakarta



## ABBREVIATIONS

• AIDS	: Acquired Immune Deficiency Syndrome
• AIMS	: Assessment, Information Systems, Monitoring and Statistics
• AJTL	: Asosiasaun Jornalista Timor Lorosa'e (Timor-Leste Journalists' Association)
• ARKTL	: Asosiasaun Radio Komunitade Timor-Leste (Timor-Leste Community Radio Association)
• ASEAN	: Association of South East Asian Nation
• AusAID	: Australian Agency for International Development
• CAP	: Community Access Points
• CEDAW	: Convention on the Elimination of All Forms of Discrimination against Women
• CIDA	: Canadian International Development Agency
• CLC	: Community Learning Centre
• CLCC	: Creating Learning Communities for Children
• CMC	: Community Multimedia Centre
• CRC	: Convention on the Rights of the Child
• CRS	: Catholic Relief Services
• DL	: Digital Libraries
• DPNAP	: Directorate of Protected Areas and National Parks
• DRTL	: Democratic Republic of Timor-Leste
• ECCE	: Early Childhood Care and Education
• EFA	: Education for All
• EMIS	: Educational Management Information System
• ESD	: Education for Sustainable Development
• FAO	: Food and Agriculture Organization of the United Nations
• FCE	: Faculty of Science Education
• FRESH	: Focusing Resources on Effective School Health
• GDI	: Gender-related Development Index
• GEF	: Global Environment Facility
• GER	: Gross Enrolment Ratio
• GFTAM	: Global Fund to Fight AIDS, Tuberculosis and Malaria
• GNI	: Gross National Income
• GREET	: Global Renewable Energy Education and Training
• HIV	: Human Immunodeficiency Virus
• IBE	: International Bureau of Education
• ICFJ	: International Centre for Journalists
• ICFP	: Instituto Católico para Formação de Professores (Catholic Teachers College Institute)
• ICT	: Information and Communication Technology
• IDP	: Internally Displaced Person
• IFAP	: Information for All Programme

• IIEP	: International Institute for Educational Planning
• ILO	: International Labour Organization
• INDMO	: Instituto Nacional de Desenvolvimento de Mao de Obra (National Labor Force Development Institute)
• INL	: Instituto Nacional de Linguística (National Institute of Linguistics)
• IPDC	: International Programme for the Development of Communication
• JICA	: Japan International Cooperation Agency
• JTIC	: Jakarta Tsunami Information Centre
• MAGNT	: Museum and Art Gallery of the Northern Territory
• MDGs	: Millennium Development Goals
• MoE	: Ministry of Education
• MoKCR	: Ministry of Labour and Community Reinsertion
• MSS	: Ministry of Social Solidarity
• NCSA	: National Capacity Self Assessment
• NDMD	: National Disaster Management Directorate
• NDWS	: National Directorate for Water Services
• NFE	: Non-Formal Education
• NGO	: Non Governmental Organization
• OISCA	: Organization for Industrial, Spiritual and Cultural Advancement
• PNLT	: Policia Nacional de Timor-Leste (National Police in Timor-Leste)
• RCL	: Radio Comunidade Lospalos (Lospalos Community Radio)
• RTTL	: Radio and Television Timor-Leste
• SEAMEO	: Southeast Asian Ministries of Education Organization
• SEFOPE	: Secretaria de Estado da Formacao Profissional e Emprego (Secretariat of State for Vocational Training and Employment)
• SY	: School Year
• TFET	: Trust Fund for East Timor
• TiLPA	: Timor-Leste Photographers Association
• TLMDC	: Timor-Leste Media Development Centre
• TL-UCPD	: Timor-Leste UNESCO Country Programming Document
• TVET	: Technical and Vocational Education and Training
• UCPD	: UNESCO Country Programming Document
• UIS	: UNESCO Institute for Statistics
• UN	: United Nations
• UNCBD	: United Nations Convention for Biological Diversity
• UNCCD	: United Nations Convention to Combat Desertification
• UNCT	: United Nations Country Team
• UNDAF	: United Nations Development Assistance Framework
• UNDESD	: United Nations Decade of Education for Sustainable Development
• UNDP	: United Nations Development Programme
• UNESCO	: United Nations Educational, Scientific, and Cultural Organization
• UNFCCC	: United Nations Framework Convention for Climate Changes
• UNICEF	: United Nations Children's Fund
• UNIFEM	: United Nations Development Fund for Women
• UNMIT	: United Nations Integrated Mission in Timor-Leste
• UNTAET	: United Nations Transitional Administration in East Timor
• UNTL	: Universidade Nacional Timor Lorosa'e (National University of Timor-Leste)
• WFP	: United Nations World Food Programme
• WHO	: World Health Organization
• WSIS	: World Summit and Information Society
• YEPP	: Youth Employment Promotion Programme



# Executive Summary



## **Purpose of the TL-UCPD**

In response to increasing requests from its Member States and within the framework of the United Nations (UN) reform aimed at achieving greater coherence, efficiency and effectiveness at country level, and to avoid fragmentation and duplication among UN agencies, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is adopting a new country-based approach to strategic programming. This Timor-Leste-UNESCO Country Programming Document (TL-UCPD) sets out the framework for UNESCO's multisector cooperation strategy with Timor-Leste, in alignment with the country's priorities and the United Nations Development Assistance Framework (UNDAF).<sup>1</sup>

This is the first TL-UCPD. Prepared in cooperation with the Government of the Democratic Republic of Timor-Leste (DRTL), it will serve as the consolidated basis for UNESCO's support to and cooperation with the country toward the realization of its national goals and its commitments to the Millennium Development Goals (MDGs), in collaboration with the UN Country Team (UNCT) in Timor-Leste.

## **Preparation Process**

The TL-UCPD was prepared on the basis of an analysis of the country's major development issues and challenges, and national priorities and strategies described in national reports, and country assessments. Government ministries and development partners, including stakeholders of sectors for which UNESCO has mandates, were consulted in order to identify their expectations, national priorities and national development issues, to discuss the possible impact of programmes and initiatives, and to facilitate a progressive dialogue between UNESCO and the government counterparts and stakeholders.



Opportunities were also found for establishing new partnerships with local institutions such as the National Institute of Linguistics (INL), Peace and Conflict Studies,

<sup>1</sup> The UCPD strategies and activities are interrelated with the three areas of cooperation of the UNDAF, which are considered critical for UN support: (1) Democratization and social cohesion, including state-building, security and justice; (2) Poverty reduction and sustainable livelihoods, with particular attention to vulnerable groups, including youth, women, IDPs and disaster-prone communities; (3) Basic social services encompassing education, health, nutrition, water and sanitation, and social welfare and social protection.





Centre of Timorese Studies, National Centre of Scientific Studies, and the Technology Education Institute. Likewise, opportunities were identified for reinforcing existing institutions together with principal counterparts such as the Ministry of Education (MoE) and the Secretariat of State for Culture, in accordance with UNESCO's mandate.

### **Structure of the document**

Based on the national priorities and UNESCO's experience in Timor-Leste, UNESCO has drawn up the main outlines for its future strategy in the country and proposed a cooperation framework with the government of Timor-Leste, in partnership with the UNCT under the UNDAF 2009–2013 framework and beyond. The proposed country-based cooperation framework is in line with UNESCO's new strategic direction for the implementation of its Medium-Term Strategy (34 C/4) for 2008–2013. The expected achievements at the country level will contribute, through UNESCO's results chain, to the achievement of the expected outcomes at the global level.

This document provides a short overview of the situation in the sectors for which UNESCO has mandates, as well as challenges in achieving the MDGs and nationally set goals. It also offers a description of UNESCO's completed and ongoing activities in Timor-Leste, and proposes a cooperation framework in accordance with UNESCO's areas of competence within Timor-Leste.

Profiles of programs are presented in Annex 2. The rationale behind these comprehensive projects is to ensure sustainability, increased effectiveness and a larger impact, but also to allow space, in terms of both the life span of the project and resources required, for other partners to join in the implementation.

### **Key Programme Focus and Priorities of the TL-UCPD**

The key programme areas and priorities of the TL-UCPD for the period 2009–2013 are outlined under each of the mandates in education, science, culture and communication/information. The main objective of UNESCO's programme in education is to ensure quality education for all; in the science sector, mobilizing science knowledge and policy for sustainable development; for the culture sector, safeguarding tangible and intangible cultural heritage, fostering cultural diversity, and promoting intercultural dialogue and a culture of peace; and for the communication and information sector, building an inclusive knowledge society.



Specific programme focus areas in the education sector include quality education in formal and non-formal systems through strong partnerships; policy formulation, planning, management and capacity building of the MoE; and global leadership in Education for All (EFA). For science, the programme areas concentrate on science and technology development, including policy development, capacity building, and research. Environment and natural resource management and water development are also focus areas. The cultural programme addresses the challenges of sustainable development and peace through a dual approach: one, to develop the cultural sector per se (i.e., tangible and intangible heritage, cultural industries, and cultural tourism, training in cultural administration, and management of cultural resources); and two, to ensure that culture has its rightful place in all development policies, particularly those concerned with the environment and social cohesion. For the communication and information sector, there are four focus areas: MDG awareness; universal access to information and knowledge; fostering pluralistic and independent media and fostering mutual understanding; and peace and reconciliation. In addition, cross-cutting issues such as Education for Sustainable Development (ESD), HIV/AIDS prevention and disaster risk management are also raised as focus areas. These programme areas have been selected to contribute to the UNDAF outcomes set by the UN system in Timor-Leste. These outcomes have three critical goals: 1) democratization and social cohesion; 2) poverty reduction and sustainable livelihoods; and 3) basic social services. All come under the overarching goal of consolidating peace and stability, which is the cornerstone of the UNDAF in Timor-Leste.

### **Future follow-up to the TL-UCPD**

The TL-UCPD will serve both the government of Timor-Leste and UNESCO to strengthen collaborative efforts and ensure its relevance and effectiveness. The management and monitoring of the TL-UCPD will be entrusted to a Steering Committee jointly hosted by UNESCO in Timor-Leste and the Timor-Leste National Commission for UNESCO, which will be established in 2009 with the backstopping support of UNESCO Office, Jakarta. Effective follow-up of the





TL-UCPD and its successful implementation will also rely heavily on the extent of the consensus, commitment and partnerships it can trigger among the major local stakeholders, UNCT agencies and, equally importantly, donors and development agencies at large.

We expect that the TL-UCPD will serve as a programmatic and advocacy tool for UNESCO to clarify and assert its role and contribution in the UNDAF and the national priorities, but also to succeed in mobilizing sufficient support for the execution of the proposed programme and projects





# 1 Situation Analysis



## Country Context

Timor-Leste occupies half of the island of Timor, West Timor being part of the Republic of Indonesia. The origins of the majority of the people of Timor-Leste are Melanesian and Malayo-Polynesian, although some smaller groups can trace their roots to China or the Arab world. Timor-Leste declared its independence from Portugal on 28 November 1975 but was only independent for ten days until Indonesia invaded on 7 December 1975 and occupied the country for 24 years. During the Indonesian occupation, some 200,000 people are believed to have died from war and famine. In the months following the invasion, some 60,000 were killed and those first years saw the establishment of nearly 150 concentration camps.

In the 1990s, two events brought Timor-Leste firmly to the world's attention. The first was the 1991 massacre of nearly 300 people at the Santa Cruz Cemetery in the capital, Dili, which was captured on film. The second was the awarding of the 1996 Nobel Peace Prize to the Archbishop of Dili, Bishop Carlos Ximenes Belo, and to the exiled resistance leader, Jose Ramos Horta, currently the President of Timor-Leste.

Troubling recent statistics indicate little improvement in development conditions. The number of people living below the poverty line increased from 36% in 2001 to 50% in 2007. High youth unemployment has contributed to a strong sense of frustration and disenfranchisement among Timorese youth. Almost 75% of the Timorese people live in rural areas, and most of the population is dependent on the natural environment for food and energy. Food insecurity is widespread throughout Timor-Leste. Poverty, food insecurity, high mortality and low access to social services are most pronounced in Aileu, Ainaro, Ermera, Manatuto and Oecusse districts, while Baucau, Dili, Ermera and Viqueque districts were also heavily affected by the 2006-2007 crisis.





## Country Context

### Selected Key Indicators

Total population (2004) <sup>1</sup>	923,198
Population growth rate annual, % (2001-2004) <sup>1</sup>	5.31%
GDP per capita, PPP US\$ (2006) <sup>2</sup>	2,141
Percentage of population below \$1/day consumption (2007) <sup>3</sup>	49.9%
Percentage of population that is food-insecure (2007)	20%
Life expectancy at birth, total years (2006) <sup>4</sup>	59,5
Children under five mortality rate per 1000 live births (2004) <sup>4</sup>	130/1,000 lv
HIV prevalence rate, aged 15-49, % (2005) <sup>5</sup>	0.2%
School enrolment rate , primary, net, total/male/female (2006/07) <sup>6</sup>	65.6/64.4/66.6%
School enrolment rate , pre-secondary, net, total/male/female (2006/07) <sup>6</sup>	34.9/32.1/37.4%
School enrolment rate, secondary, net, total/male/female (2006/07) <sup>6</sup>	23.3/18.4/29.0%
Adult literacy rate aged 18 years and older, both sexes (2007) <sup>6</sup>	50.6%
Women literacy rate aged 18 years and older (2007) <sup>6</sup>	42.5%
Unemployment rate, national (2007) <sup>6</sup>	6.7%
Youth (aged 15-24) unemployment rate (2007) <sup>6</sup>	18.4%
Carbon dioxide (CO <sub>2</sub> ) emissions, metric tons of CO <sub>2</sub> per capita (2004) <sup>4</sup>	0,2
Population using drinking water from an improved water source (2007) <sup>6</sup>	63.1%
Population with access to improved sanitation facilities (2007) <sup>6</sup>	41.2%
Land degradation/deforestation for illegal logging/land clearance, % per annum <sup>7</sup>	1.1
Population with access to a fixed telephone line (2007) <sup>8</sup>	2,600
Population with access to mobile cellular (2007) <sup>8</sup>	90,000
Population with access to internet (2007) <sup>8</sup>	700

1. Timor-Leste Census of Population and Housing 2004, Directorate of National Statistics, 2006.

2. UNDP Human Development Report, A Statistical Update 2008.

3. Timor-Leste: Poverty in a Young Nation, Ministry of Finance, Directorate of National Statistics, UNDP 2008 .

4. Timor-Leste Health Statistics Report 2006, National Statistics Directorate, 2007.

5. UNDP Human Development Report 2007/2008.

6. Final Statistical Abstract Timor-Leste Survey of Living Standards, Directorate of National Statistics, September 2007.

7. Land degradation in Timor-Leste, First National Report Submitted to the Secretariat of UNCC-Ministry of Agriculture, Forestry and Fisheries, February 2007.

8. Timor Telecom, Dili, 2007 - From a national workshop on staff training conducted in Dili, April 2007, with Portuguese assistance.



## Development Challenges

After almost 500 years as a Portuguese colony, followed by 24 years of Indonesian occupation and two years of the UN administration of the territory, Timor-Leste finally regained its independence in May 2002 as the Democratic Republic of Timor-Leste. Shortly after the restoration of independence, Timor-Leste became the 191<sup>st</sup> member state of the UN.

The violence that followed the separation from Indonesia in August 1999 led to the loss of thousands of lives. An estimated 70% of private homes and public buildings were burned down and destroyed and almost all sectors of society were affected. Valuable documents, including cultural heritage rehabilitation plans, civil registry and health and education records, were also destroyed. The country was left with only two electrical power engineers, and 20% of its secondary schools teachers and 23 medical doctors. Although steps were taken to rebuild the country and to establish normalcy in the newly independent territory, a major crisis erupted again in 2006, requiring large-scale intervention by military forces from neighbouring countries and UN police. Up to 100,000 people moved to Internally Displaced Persons (IDP) camps in Dili and in the districts.



While the country was still responding to the effects of the 2006 crisis, elections for the new president and government were held in the first half of 2007. The Fourth Constitutional Government of Timor-Leste placed paramount importance on ‘the value of the civil and human rights; the value of tolerance and respect; the peaceful solution to problems; the good governance principles, and the fight against corruption, collusion and nepotism; everybody is participating to respond efficiently to the population’s basic needs; and the fundamental principle that everyone should abide by the law.’

In response to these challenges, the UNCT worked with the government to identify critical national development issues, themes and challenges through the UNDAF





process. Key UNDAF reports include the Common Country Programme Assessment of 2001, the UNDAF of 2002, and the National Human Development Report of 2002. On becoming a member state of the UN in May 2002, Timor-Leste adopted the MDGs for monitoring its development as a new nation and is one of the first countries to report on these goals.

According to the UNDP 2008 MDGs report,<sup>2</sup> Timor-Leste's human development indicators generally show steady improvement, reflecting a commitment by the government and people of Timor-Leste to improve development conditions. Although many of the 2015 targets are attainable at the current rate of progress, comparison with other Asian countries shows that Timor-Leste still has far to go in almost all areas of human development.

With the beginning of its new administration in August 2007, the government outlined its development priorities in the Fourth Constitutional Government Programme for 2007–2012, which lays out a vision for economic growth and poverty reduction, human resource development and consolidation of national unity over the period of five years. The government also sets short-term objectives in the 2009 National Priorities.

2. UNDP, Millennium Development Goals, Timor-Leste, 2009.



## Box 1 : MDG progress and status in Timor-Leste in 2009

### Poverty

Currently about half of the Timorese population is estimated to live below the basic needs poverty line (US\$0.88 per person per day), showing a deterioration compared with 36% in 2001. Given the political transition in 2002 and the political crisis of 2006, this stasis is to some extent understandable; however, extra actions need to be taken in order to achieve the 2015 target of 14%.

### Hunger

Related to poverty and health, 45% of children under five years were below their target weight in 2001, and in 2007, 50% of all children were underweight.

### Education

Education statistics have not vastly improved where there has been a slight increase of 65% of children enrolled for primary education in 1999 to 74% in 2007. The target percentage for completion of primary education is 100% by 2015, and the most recent figure reported was 47% in 2007.\*

### Gender Equality

There is a higher proportion of girls to boys in primary and secondary education, but this reverses at tertiary level with 83 girls to every 100 boys. The ratio of literate women to men aged 15–24 shows a decrease from 97% in 2004 to 93% in 2007, with an achievable target of 100% by 2015.

### Child Mortality

There was only a slight improvement in Timor-Leste's child mortality between 2001 and 2004, from 144 deaths per 1000 births in 2001 to 130 in 2004, with a target of 96 by 2015. There was deterioration during the same period in infant mortality, with 88 deaths per 98 births in 2004, with a target of 53 by 2015. Due to the lack of recent data, only the forthcoming report from the Demographic Health Survey 2010 will verify whether the country is on track to achieve the targets by 2015.

### Maternal Health

There has been no recent survey showing definite trends in maternal health. With 660 maternal deaths per 100,000 live births in 2000, the government has made efforts to improve access of pregnant and birthing women to health care and facilities. The Demographic Health Survey 2010 will reflect the current situation.

### Disease

Disease continues to be a major problem for the people of Timor-Leste, often due to lack of access to health services. In 2007 there was a 10% prevalence of malaria, but little improvement in the treatment and prevention of the disease between 2001 and 2007. Another emerging problem is HIV/AIDS and work must be done to educate the population on the risks of the disease and effective preventative measures. There has been significant improvement in this area, with about one fifth of the adult population both using condoms and in monogamous relationships in 2007.

### Water and Sanitation

Improvements in sustainable access to improved water sources were hampered by the political crisis in 2006, and this setback will make it difficult to reach the 2015 target of 78%. In 2007 only 60% of the population had sustainable access to an improved water source, and there was a sharp divide between urban and rural areas. Regarding access to improved sanitation, there has been significant improvement in both urban and rural areas and the country as a whole is likely to achieve the 2015 target.

Note: All the above-mentioned data is from 2009 *The Millennium Development Goals* unless specified below.

\*Source: Timor-Leste Living Standards Survey 2007



## Box 2: National Development Strategy and Priorities

### The Fourth Constitutional Government Program for 2007–2012

Timor-Leste's Constitutional Government Program for 2007–2012 is the country's development strategy for five years. It defines the government's long-term development goals in terms of reducing poverty and promoting equitable and sustainable economic growth through reforms that mobilize every Timorese for the national development objectives aimed at improving the life of the population.

The five-year development plan is considered as a basis for the development of consolidated strategies that will allow the achievement of the government's vision of what Timor-Leste can become by 2020, to wit:

- A prosperous country where all Timorese will have access to food, housing and clothing;
- A country where all children have access to education and complete at least primary schooling;
- A country with a low infant mortality rate;
- A country where the entire population has access to basic health services;
- A country where there is no place for social inequalities or gender-bias;
- A country that has the required infrastructure, affords a better quality of life to citizens and allows sustainable development and the suppression of regional asymmetries;
- A country where all Timorese have a profitable occupation and where unemployment will be almost non-existent; and
- A country where a culture of peace, stability and tolerance prevails.

### National Priorities

The 2008 National Priorities were endorsed at the Timor-Leste Development Partners' Meeting held in March 2008. Six priority areas were identified: (1) Public Safety and Security, (2) Social Protection and Solidarity, (3) Addressing the Needs of Youth, (4) Employment and Income Generation, (5) Improving Social Service Delivery, (6) Clean and Effective Government. The Government and the Development Partners agreed to set up a Working Group for each national priority area, and to create a National Priorities Secretariat to monitor implementation.

The government is currently in the process of formulating the 2009 National Priorities, reflecting the experiences of the implementation of the 2008 National Priorities programme. Seven areas were identified as 2009 priorities: (1) Food Security, (2) Rural Development, (3) Human Resources Development, (4) Social Protection and Social Services, (5) Public Safety and Security, (6) Clean and Effective Government and (7) Access to Justice.





## Education

In 1999, there was massive burning and destruction of property throughout the country, and nearly 90% of the schools were damaged and destroyed. The large number of Indonesian teachers departed the country and the textbooks and school curriculum were no longer relevant to the political situation and the requirements of Timorese education. During the crisis of 2006, schools were again victims of vandalism and destruction. Although the education system has expanded considerably with the extensive efforts of the MoE to recover and reconstruct the sector, there is a long way to go to achieve the nationally and internationally set goals.

### Early Childhood Care and Education (ECCE)

ECCE is not yet compulsory nor is it a part of the formal educational ladder in Timor-Leste, although the National Education Policy 2007–2012 provides that ‘access to pre-school education is understood as a vital component of basic education’. ECCE is normally undertaken by private institutions such as church-based and community-based organizations, with the support of the government in the provision of pre-school materials and training of teachers.<sup>3</sup> The pre-school curriculum is anchored on developing the ‘body, heart and spirit’ of the pre-school children in order to develop their skills and competencies needed to improve their performance during the first cycle (Grades 1–3) of primary education.

ECCE in Timor-Leste is expanding rapidly. At the start of the school year (SY) 2007-2008, there were 143 pre-primary schools, a significant increase of 150% from the 57 pre-primary schools registered in 2002;<sup>4</sup> 7,994 children were enrolled, tutored by 310 teachers.<sup>5</sup> The pre-school gross enrolment ratio (GER) in 2005 was 10.2%, with males registering a 9.8% GER and females, 10.6%.<sup>6</sup> The shortage of qualified caregivers/teachers remains the more pressing problem in ECCE, and for this reason, the government intends to invest in human and material resources in its five-year investment plan.



3. Interview conducted with the Director for Accreditation and School Management, Ministry of Education, and the Education Officer of Plan International. July, 2008.  
 4. Ministry of Education, National Education Policy, 2007–2012.  
 5. *Ibid.*  
 6. UNESCO Institute for Statistics, Data Centre, <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> January 2008.



## Basic Education

Starting in October 2008, basic education covers the first nine years of compulsory and free education for all after ECCE.<sup>7</sup> It constitutes three cycles of three years each. As at 2008, there were 993 primary schools all over the country with an enrolment of 170,358 students, a considerable increase from 674 schools in 1999–2000. Despite this expansion, only about half of school-aged children completed primary school. The primary net enrolment rate declined to 69% in 2005 from 75% in 2004.<sup>8</sup> About 16% of children repeat grades, some 25% drop out, and only 46% of entrants reach Grade 6.<sup>9</sup> A late start to schooling, with only 31% of children entering Grade 1 at the normative age,<sup>10</sup> also affects progress and performance in the school system. The Measuring of Learning Achievement Research conducted by the Universidade Nacional de Timor Lorosa'e (UNTL) and UNICEF in 2006 revealed that children failed to meet the minimum level of learning.<sup>11</sup>



Access to quality education is constrained by distance to the school, unsafe environmental conditions, poor health of the children, parental poverty and a lack of importance given by the family to education. Other critical factors are the lack of qualified teachers and the lack of textbooks and teaching and learning materials that could make school more attractive to children. The poor quality and relevance of education are also contributory factors to the high repetition and dropout rates. A new curriculum for primary and pre-secondary education has been developed with the support of UNICEF and other donors.

At the pre-secondary level, there were 153 schools in 2008, comprising 108 public schools and 45 private schools.<sup>12</sup> The completion rate of school children is 49% and, considering all the children in the country, only 28% of children aged 13-15 completed pre-secondary.<sup>13</sup>

Civic, peace and human rights education is part of the new curriculum for primary and pre-secondary education recently adopted by the MoE. Teacher training

7. The Education Law (Law No. 14/2008), which requires nine years of compulsory and free basic education for all, was passed in October 2008.

8. UNICEF, Situation Assessment and Analysis of Children and Women in Timor-Leste, 2008.

9. *Ibid.*

10. *Ibid.*

11. Vine, K., 2007. Pilot Study of Learning Achievement in Grades 3 and 5 in Mathematics, Tetum and Portuguese. Dili: UNTL and UNICEF.

12. EMIS 2008, MoE.

13. UNICEF, Situation Assessment and Analysis of Children and Women in Timor-Leste, 2008.





activities on peace education have been conducted in Dili and other regions with the support of Care International, Catholic Relief Services (CRS) and the United Nations Integrated Mission in Timor-Leste (UNMIT). The UNESCO publication and kits on Education for Peace and Human Rights have been used as reference material in curriculum and training activities in formal and non-formal education. However, the lack of coordination, resources, and teaching and learning materials in formal and non-formal systems are major obstacles to the implementation of a comprehensive, systematic programme on peace education.

## **Secondary Education**

Secondary education, which constitutes Grades 10, 11, and 12, is organized through two modalities, (i) general secondary education, which prepares students for entrance to university education; and (ii) technical professional secondary education, which prepares students for entry into the labour market. In SY 2006–2007, there were a total of 123 operational public and private general secondary schools, 28,751 enrolled students and 1,192 teachers.<sup>14</sup> In SY 2007–2008 a total of 14 public technical-professional secondary schools were operational, with 2,987 students and 279 teachers.<sup>15</sup> GER in secondary education in 2005 was 53.4% and the pupil-teacher ratio in secondary schools in 2005 was 23.7.<sup>16</sup>



Secondary education has a lower dropout rate than the primary and pre-secondary education since students who move up to this level are more persistent and they also tend to come from wealthier families who do not need their labour to support the family. However, student absenteeism is a persistent problem. Increasing access as well as improving quality are immediate priorities of the government.

14. Ministry of Education, National Education Policy 2007–2012.

15. *Ibid.*

16. UNESCO Institute for Statistics, Data Centre, <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> January 2008.





**Technical and Vocational Education and Training (TVET)**

TVET in Timor-Leste is under the Secretariat of State for Vocational Training and Employment (Secretaria de Estado da Formacao Profissional e Emprego: SEFOPE). SEFOPE has the responsibility and authority for policy, development and management of the national TVET system. The National Labour Force Development Institute (Instituto Nacional de Desenvolvimento de Mao de Obra, or INDMO) was established under SEFOPE to develop a market-oriented, efficient and accountable technical and vocational education and training system in Timor-Leste that can create a competent workforce. Its objectives are to prioritize critical skills required for sustainable growth, development and equality, improve the quality and relevance of training providers and training delivery, promote employability and sustainable livelihoods through skill development, and to assist vulnerable groups to participate in meaningful work, integrated learning and work-based programmes so that they can acquire critical skills to enter the labour market or self-employment. The National Directorate of Non-Formal Education of the MoE also undertakes vocational education aimed at professionalizing the labour force.

One example of TVET training is the Youth Employment Promotion Programme (YEPP), a joint World Bank/ILO programme with funding from AusAid to support SEFOPE in addressing the obstacles experienced by youth in accessing labour market-driven training and employment opportunities.

**Higher Education**

Higher education is offered by 17 universities and polytechnic schools registered with the Directorate of Higher Education, including the national university, UNTL. However, in 2008, only six universities and eight institutes and academies were functioning.<sup>17</sup> The 2008 higher education data reveal that 10,098 students were enrolled in the six universities and 3,477 in the eight institutes and academies.<sup>18</sup> The GER in higher education was a low 10.2%, with males registering 8.4% and females, 12.4%.<sup>19</sup>

Higher education in Timor-Leste suffers from problems of access, quality and relevance. The low GER is caused, among other things, by poverty. Most parents do not see higher education as relevant or adequate to provide access to employment. Licensure examinations do not exist; thus, students enter the workforce with only a

17. Data from the Office of the Director Nacional do Ensino Tecnico e Superior, Ministry of Education.

18. *Ibid.*

19. *Ibid.*



**Adult  
and  
Non-Formal  
Education**

diploma. The National Commission for Academic Assessment and Accreditation was established only in 2006 to define standards and criteria for academic accreditation and assessment of higher education institutes and their programmes. According to a 2008 assessment by the National Commission,<sup>20</sup> of the fourteen institutes that submitted the necessary documentation, seven were able to meet the initial accreditation requirements, five were given one year to meet the required standards and the accreditation of two institutes was rejected.<sup>21</sup>

The national education policy for 2007–2012 includes the creation of two new polytechnic schools and the reform of the education management and administration services. This reform includes institutional training on technical, pedagogic, administrative and financial support and control, and the supervision of the education system, including improving the capacities of school inspectors.

The number of illiterate people is high and the low level of adult and youth literacy poses an enormous challenge for national development. Of adults aged 35–44 years, 67% of males and 87% of females have less than full primary education, most of whom live in rural areas.

Non-formal Education is provided by the government through two major programmes: literacy, and capacity building of non-formal educational institutions. Literacy projects included 250 classes in 13 districts under the National Literacy Programme; the development of a new national one-year literacy programme for adults and youth in Timor-Leste; and the two-month literacy programme in cooperation with the government of Cuba. It also includes a back-to-school adult education programme and distance learning for the secondary level, including promoting proficiency in the official languages. The capacity building component of NFE includes enhancing the capacity of Community Learning Centres (CLCs) in order to provide learning opportunities that enhance community development.

Adult and Non-formal Education faces various challenges such as the need for training and continuous education of NFE personnel; the lack of teaching-learning materials; the need to strengthen capacities at the national, district and *suco* (village)

20. Interview with the Director of Technical and Higher Education, Ministry of Education, June, 2008.

21. Secretariat of State for Council of Ministers, National Directorate for Dissemination of Information, Accreditation of Higher Education Institutions: Government Announces the Assessment's Results. July 31, 2008.



levels; the lack of infrastructure, including transport, technological equipment and furniture; and the lack of regulations and standards for NFE.

Priorities for NFE include the institutional strengthening of the NFE Directorate, including policy, planning and management capacity building; development of didactic materials for NFE; and improving the effectiveness of the NFE management information and communication system.

## Science

Science and technology development in Timor-Leste is still in its infancy, with minimal research infrastructure and human resources. The MoE is mandated to promote knowledge of science and the implementation of new technologies in Timor-Leste; however, this has not been actively pursued as there is no specific organizational structure yet within the Ministry to handle its operationalization and implementation. The Ministry of Economy and Development has a science and technology dimension to its work, especially in the Ministry's role of supervising the management and operations of the Secretariat of State for Energy Policy. However, the Ministry does not have a mandate for science and technology development.

The UNTL, as an institution under the auspices of the MoE, is promoting science education in the country. As part of the university's research effort, a National Centre for Scientific Research was established in 2001. So far it has focused mainly on economics, political and social sciences and related fields. It was intended to do research to promote science and technology development in the country in collaboration with the Faculty of Science Education in the National University, but the severely limited human and material resources has hampered efforts. Thus far, most research funding has come from external partners, leading to suspicions and fears that research activities are not addressing local concerns and priorities.

However, there are encouraging signs that the government of Timor-Leste recognizes the problem and is seeking solutions to address the dire science and technology situation. The government allocated US\$500,000 in 2008 for the establishment, refurbishment and maintenance of laboratories in the country, although the agriculture and health sectors were also included in the scope of this funding. Furthermore, the allocation was not intended to cover research expenditure.







Clearly, immediate action is needed to catalyze capacity development through a comprehensive science education programme.

As an island nation that is relatively geographically isolated and thus dependent on its immediate environment for its economic and social survival, Timor-Leste is very concerned about environmental issues, including the effects of climate change on rainfall patterns, sea-level rise, fisheries, coral reefs and fauna that depend on them, and forests and wildlife. These effects will have a direct and indirect impact on agricultural production, fisheries, tourism, transportation and infrastructural needs. In recent years, erratic climate and extreme events have contributed to desertification, leading to crop failure and increased likelihood of food insecurity. This is of particular concern as climate change has increased the frequency and impact of El Niño events and thus increased the vulnerability of the poor, and has exposed the country to more environmental challenges, such as frequent droughts and more erratic rainfall.<sup>22</sup>

At present, 80% of the population is dependent on agriculture, forestry and fisheries. As much as 86% of the poor live in rural areas and depend heavily on a subsistence economy based on local natural resources. A third of households rely on subsistence agriculture exclusively, and more than 90% of all energy demand is covered by firewood, mainly for cooking and water heating. Low-efficiency stoves and ovens are among the factors contributing to high fuel wood consumption. Electricity coverage outside Dili and Baucau is very low, with less than 10% of households being connected to the local grid, which explains the government's strong interest in the use and application of renewable energy as alternative option that allows rural people to meet their basic needs. Given the heavy dependence on natural resources of the entire population, Timor-Leste needs to create a sound natural resource management and environment policy framework at this important juncture of national development.



22. Routine monitoring of climatic events have not been recorded for Timor-Leste since its independence. The statements above concerning climatic events refer to the neighbouring Nusa Timur Tenggara region of Indonesia.



Timor-Leste is serious about addressing these environmental and, in turn, economic concerns. Through the main governmental environment agencies,<sup>23</sup> the government of Timor-Leste is putting in place an environmental framework on climate change, forest management, and biological diversity. Timor-Leste has signed on to the United Nations Framework Convention for Climate Change (UNFCCC), United Nations Convention for Biological Diversity (UNCBD), United Nations Convention to Combat Desertification (UNCCD), and the Kyoto Protocol. The government, through the National Directorate of Environment, with support from UNDP and the Global Environment Facility (GEF), has established a National Capacity Self-Assessment (NCSA) project to address global environmental management requirements and implement the three Rio Conventions. The Secretary of Environment's Plan of Action for 2008–2009 included a focus on establishing a legal environmental framework and greater environmental outreach and education efforts. In addition, with the support of UNDP, the Inter-Ministerial Working Group on Environment and Natural Resource Management was recently organised, indicating a new level of commitment to the environment as an important issue in nation building and development.

The National Directorate of Forestry has begun working with international organizations, including UN agencies, to identify key biodiversity areas for nature conservation. In January 2007, the government produced the publication 'Important Bird Areas in Timor-Leste'. The study identified 16 sites in Timor-Leste of global importance for the conservation of birds and their habitats. The Directorate of Protected Areas and National Parks (DPNAP) has also started a series of assessment studies for the identification and establishment of protected areas. At present, 15 protected areas have been identified. As a result of these studies, the 123,600 hectare Niño Konis Santana National Park was established in 2007, linking three of the island's 16 Bird Life-designated Important Bird Areas (Lore, Monte Paitchau and Lake Iralalara, and Jaco Island). Two protected marine areas have been established in collaboration with FAO and a marine map for ecotourism has also been prepared.

23. Directorate for the Environment and Reforestation (Meio-Ambiente and Floresticacao) within the Ministry of Economy and Development; the Directorate of Forestry and Directorate of Fisheries and Aquaculture within the Ministry of Agriculture; and the Ministry of Tourism.





The government is making efforts to raise awareness about environmental issues among the Timor-Leste public. Educational materials such as posters and audiovisual aids have been produced to disseminate this information. Education programmes have been conducted for the communities in the protected areas. The Directorate of Fisheries and Aquaculture has prepared a series of policy papers which include a programme for the education of coastal communities concerning marine heritage as well as the production of films and information materials.

Water access and use has been a key development issue whose importance will only increase in coming years. Only 63.1% of the population in Timor-Leste has access to drinking water from an improved source and there is a great discrepancy between urban and rural populations in terms of access, at 84.6% and 55.4%, respectively. Only 47% has access to basic sanitation facilities. The government, with support from AusAID, developed the Rural Water, Sanitation and Hygiene Sector Strategy 2008–2011 as a comprehensive and collaborative strategy to achieve the MDGs, identifying five crucial areas: policy and planning, support mechanisms and resourcing, service delivery, community management, and environmental protection and natural resource management. The strategy identifies policy gaps in areas such as multiple uses of water, prioritization between domestic use and community water resource management, and the lack of sector coordination in financing.

## Culture

Despite its geographic size, Timor-Leste has great cultural diversity, including its many languages, traditional dances, music, musical instruments, handicrafts, and architecture. Local associations such as women's groups are making efforts to preserve and protect their culture, and the government of Timor-Leste, through the MoE and the Secretariat of State for Culture, has recently developed a National Culture Policy and the National Strategic Plan for Culture.







The 1999 conflict resulted in many cultural records, objects with cultural significance and archives being destroyed and taken out of the country. The new strategic plan provides for the rehabilitation of national cultural objects and sites. The Secretariat of State for Culture has also begun to develop an annual plan of action on cultural property preservation and restoration, as part of the overall national strategic plan. This plan includes the creation of five Regional Cultural Centres that will highlight music, arts, and dances distinct to the Timorese and serve as cultural hubs within each region, showcasing not just regional but inter-regional cultural expressions, and thus contributing to stability and social cohesion. Each of these institutions will also have a library, a small centre for media and new technology with access to the internet, and meeting rooms and office space. Also, part of the planned prioritized action is the establishment of a National Library and the future National Museum by the MoE/Secretariat of State for Culture.



Timor-Leste is a multilingual country, with a total of 34 indigenous languages spoken.<sup>24</sup> A May 2007 media survey by Radio and Television Timor-Leste showed that 13% of the population speak Tetum as their mother tongue and less than 1% speak Indonesian as their mother tongue. Although Portuguese is one of the official languages, estimates of the number of competent speakers range from 15.6%<sup>25</sup> to 37%.<sup>26</sup> The most significant local languages apart from the official languages are Mambae, Baikenu and Fataluku and Makasae. The Constitution of 2002 recognizes (Art 13.1) that 'Tetum and Portuguese are the official languages of Timor-Leste and that other national languages are to be evaluated and their development should be promoted,' (Art 13.2).

The National Institute of Linguistics (INL) was founded in 2000 to preserve, protect and promote Timor-Leste's cultures and languages by research, publication and training and information. Currently, the INL is working to develop and promote an official, standard Tetum language and to research and promote the dialects that represent the culture and history of Timor-Leste. The INL has already published research to help the evolution of Tetum from a lingua franca that is underdeveloped in its written form to be a co-official language.

24. Note that there is a range of estimates of language, depending on the source.

25. Timor-Leste Survey of Living Standards 2007.

26. Source: ARKTL, October 2007. "Report on the Third Congress of the Timor-Leste Community Radio Association."



## Communication and Information

Access to information is still limited in Timor-Leste. This is particularly true at the district level, where people lack access to transport and electricity. District radio station coverage is limited and sporadic in some areas. Local television can be seen only in the district capitals and there are no local newspapers outside of Dili and Oecusse. Schools and churches are the only sources of information in many districts. For those who can afford them, mobile telephones are available, but there is no signal in some districts.

A media survey conducted in 2006 across all districts confirmed that radio is the most widely available source of information in Timor-Leste. Nearly half of all Timorese have a radio and batteries at home, while one in five live in a home with a television, one in ten has a mobile phone, and one in a hundred has a computer at home and half of those have internet access, according to the survey.



Community radio plays an important role in the development of peace and conflict resolution as well as disaster mitigation activities. The Timor-Leste Community Radio Association (ARKTL) was established in 2000 in Dili as an umbrella organisation, and now disseminates information through 15 community radio stations across the country. ARKTL has stressed the importance of making radio stations more sustainable and establishing more community radio stations in sub-districts where signals are not yet received. The need for quality programmes for the districts should also be urgently addressed: the majority of programmes in the districts are purely for entertainment and there are few educational programmes targeting youth.

The government, with support from UNDP and local institutions, has been working to formulate a media law that guarantees a pluralistic and independent media. The first draft was prepared with the support of UNESCO in 2003, and is in legislative process. UNDP's Media Development Project has also developed a training programme for journalists to establish competencies in the areas of justice, elections, human rights, and the environment.





## Intersectoral Youth

Young people aged 15–29 years make up almost one-quarter of the population, and this proportion is expected to grow to nearly 40% by 2010. Many surveys show that there is a strong sense of frustration and disfranchisement among youths due to the lack of opportunities for employment and education. This is particularly the case for those living in rural areas, where the lack of infrastructure and access to information are additional causes of their exclusion. The unemployment rate of 24% among 15 to 19 year-olds is nearly three times that of 15 to 65 year-olds (8.5%). Among 20–24 year-olds it is 16.6%. Although youth (15–24 years old) are probably the most educated generation in the country, only 11% completed pre-secondary and 11% completed secondary school.<sup>27</sup>

There is a need to ensure that children complete their education. They also need skills to make them employable. Efforts must be made to increase youth employment opportunities and strengthen formal and non-formal controls over their behaviour. It is essential to improve young people's relationship with their communities and to expand opportunities for youth to participate in a range of activities that would promote their health and comprehensive education such as sports, HIV and AIDS prevention, and environmental issues such as water-science education, solar energy activities and natural resource management. They could also be involved in information media activities within the local community—for example, using local media to identify, rehabilitate and protect cultural resources.



The government has begun to address youth-related issues. The Secretariat of State for Youth and Sports commissioned a National Youth Survey in 2005, and followed it up by setting national strategies for youth in 2006. The National Youth Policy for Timor-Leste was approved by the Council of Ministers in 2007 in order to encourage youth participation and to improve the socio-economic welfare of the Timorese. The Ministry of Labour and Community Reinsertion (MoKCR) and ILO launched the Cash-for-Work programme. Development programmes such as the ILO/World Bank Youth Employment Promotion (YEPP) and an AusAID-funded skills training and development programme are also addressing youth issues.

27. UNICEF, Situation Assessment and Analysis of Children and Women in Timor-Leste, 2008.



## Gender

The government has ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and its optional protocols, and the Convention on the Rights of the Child (CRC), which provide a legal framework for government policies and programmes to ensure equal rights and opportunities between men and women. Although Timor-Leste has made notable progress within the treaties, women, particularly in remote areas, continue to face challenges and many of their rights related to health care, education and employment are neglected. Timor-Leste has one of the highest maternal mortality rates in the region (660 deaths per live births 100,000), and cultural acceptance has helped to sustain the high rate of violence against women and girls. This is one of the main gender problems yet to be firmly addressed by the government.



There are still very few women in leadership positions. In 2004, women represented 23% of officials at all levels of government, 24% in parliament, and 12% of the National Police in Timor-Leste (PNTL).<sup>28</sup> *Suco* (village) councils are supposed to include at least three women members, but only 7% of the members in all village councils are women. During the parliamentary/presidential elections of 2007, women accounted for 25% of the turnout.

The government is now implementing mechanisms to protect women's rights, and, with UNIFEM support, international gender advisers have been appointed to almost all ministries. Furthermore, the Secretary of State for the Promotion for Equality has included violence prevention, education and gender issues in the strategic plan for 2008–2012.

28. Scanteam, Review of Development Cooperation in Timor-Leste Final Report, 2007.



### **Disaster Risk Management**

Timor-Leste is vulnerable to a number of natural hazards. Each year the country experiences flooding and landslides and tropical cyclones that cause coastal flooding and wave damage, while Timor-Leste's location in the northern subduction zone between the Eurasian plate and the Australian plate places the country at high risk for earthquakes and tsunamis.

Despite this vulnerability, Timor-Leste has little capacity for disaster risk reduction; for example, there is no tsunami early warning system. A National Disaster Risk Management Policy developed by the National Disaster Management Directorate (NDMD) of the Ministry of Social Solidarity (MSS) in March 2008 emphasised the need to strengthen national capacity to prepare for and respond to disasters.<sup>29</sup>

The NDMD faces many challenges, particularly a lack of human resources and funding. Capacities need to be enhanced so that it can deliver the services it is mandated to provide. The policy needs to be translated into plans and actions, including the development of a regulatory framework for stakeholders who provide disaster risk management services. Another essential effort will be to raise awareness of disaster risks and how they can be managed.

29. Ministry of Social Solidarity, National Disaster Risk Management, March 2008



# 2 Past and Present Cooperation



## Education

UNESCO has supported government endeavours to meet the global EFA goals and benchmarks through a range of programmes and projects on different aspects of educational quality.

- *Non-Formal Education (NFE).* Providing education for all has been a key area of cooperation, with a particular focus on language and literacy issues. The following activities have been accomplished:
  - Promoting adult literacy and gender capacity building in education (UNESCO with Oxfam Great Britain, 2003);
  - Conducting research in several districts to understand why women were not participating in the literacy programme (UNESCO-Oxfam Great Britain, 2004);
  - National Literacy Conference: several key priorities were identified, including developing a national policy framework for NFE, and empowering national NGOs working in education and adult literacy, as they are important partners for the government in these areas. (UNESCO, UNICEF, Oxfam Great Britain, and the Ministry of Education, Culture, Youth, and Sports, September 2004);
  - Assisting the government with the formulation of a Master Plan for systematic resource development for NFE, and establishing model Community Learning Centres (CLCs) in three communities (Bazartete, Kraras and Ililapa sub-districts) as a means of reducing the high illiteracy rate and promoting life skills and lifelong learning for people in rural and remote areas. UNESCO also participated in the First National Workshop on Community Learning Centres in Timor-Leste in September 2007. The government plans to extend the CLC programme to all 13 districts. (Systematic Resource Development and Capacity Building in Non-Formal Education Project, initiated in August 2005);
  - Study visit to Indonesia by representatives of Timor-Leste's MoE to exchange experiences in education equivalency as part of an ongoing dialogue on non-formal education and language issues (May 2007);
  - Facilitating the sharing of experiences on language policy and teaching







- methodology by participating in a Tetum National Language Seminar (June 2007) and organising the first International Conference on Bilingual Education, 'Helping Children to Learn,' (with MoE, UNICEF and Care International, 2008).
- *FRESH: Focusing Resources on Effective School Health*. This project, undertaken from December 2003 to March 2004 in three pilot schools, focused on improving the learning environment by making schools healthier, safer and more child-friendly, especially in areas where general living conditions are poor. Activities included the rehabilitation and construction of school buildings and sanitation facilities; physical check-ups for children by health workers; seminars on preventive health care for parents and children; and the production of learning materials in the Tetum language. The project was a collaboration with the Salesian Media Centre.
  - *Education Management Information System (EMIS)*. A quality education system demands reliable and relevant information systems. This project aims to improve evidence-based policy making by generating better educational statistics.
    - Key officials were trained at UNESCO Bangkok in 2008, and further training will be provided;
    - Finalization of the Annual School Survey Questionnaire. This will be the Ministry's standard data collection tool;
    - Publication of the Annual Education Yearbook, based on the results of the Annual School Survey Questionnaire.This project was initiated in 2008 in cooperation with UNICEF and the World Bank.
  - *Enhancing Educational Management*. Managers and officials have had the opportunity to broaden their knowledge and develop competencies for managing higher education institutions through the following activities:
    - *National Workshop on the Institutional Management of Higher Education in Timor-Leste*, in August 2004, provided high-level officials with an enhanced understanding of the general and financial management of higher education institutions, strategies to solve the challenges that arise, management of academic staff, accreditation, management of space, and the use of computerized simulation models.
    - *Intensive training on Educational Costs, Finance and Budgeting*, September 2004: mid-to high level education officials learned how to examine the



financial implications of education development programmes, and how to plan and prepare budget estimates.

- *Developing Educational Capacities in the MoE.* Participation by key MoE staff in international and regional trainings and meetings has helped to build capacities, support networks and improve practices in several areas, including inclusive education, mother tongue-based education, education for sustainable development, reaching the educationally un-reached groups, early childhood care and education (ECCE) and higher education.
- *Research Support to the MoE.* In 2004, UNESCO IIEP prepared an Assessment of the Emergency and Reconstruction Periods between 1999 and 2002, focusing on reconstruction within an educational context. This led the publication of a book, *Learning Independence-Education in Emergency and Transition in Timor-Leste since 1999.*

## Science

- *Support for Science and Technology Education in Timor-Leste* was initiated in 2003 to encourage the learning of sciences in the country by, among other things, raising community awareness about the importance of science and improving science teaching at primary and secondary level. Activities included:
  - Training for 3,000 trainees and pre-secondary and secondary teachers in basic science (chemistry, biology, physics and mathematics) using 'peer mentors' (a core group of science demonstrators) and 'peer tutors' to develop future trainers. The focus was on making learning fun through the use of practical demonstrations and interactive devices.
  - Public demonstrations and science exhibitions using interactive science displays;
  - Visits to local schools to observe teaching methods;
  - Opening of a Science Room in August 2005 at the FCE, to serve as a centre for mentoring activities and as a common stage for all science-related activities.





This 3-year project was a collaboration with the Faculty of Science Education at the National University of Timor-Leste, the Catholic Teachers College Institute (Instituto Católico para Formação de Professores or ICFP) in Baucau district, the Brazilian Cooperation<sup>30</sup> and Australian academics, and was funded by Japanese Funds-in-Trust.

- *Disaster risk management.* Managing disaster risks is a key element of environmental management. To build awareness and reduce the impact of disasters, the UNESCO-supported Jakarta Tsunami Information Centre (JTIC) is adapting tools and materials on community disaster awareness for use in Timor-Leste.
- *Developing a Strategic Framework for the Environment.* UNESCO's Jakarta and Timor-Leste offices are currently developing a strategic framework to respond to the environmental challenges facing Timor-Leste. The framework will be designed to: address climate change adaptation and mitigation issues; ensure stronger scientific input into environmental policy formulation; address issues under the Man and Biosphere Programme and protected areas management; develop stronger networks between regional and international scientific and environmental organizations and Timor-Leste agencies and organizations; and provide a basis for formulating environmental monitoring plans.

## Culture

UNESCO's assistance to the development of culture programmes and activities in Timor-Leste is aimed at supporting the government to preserve the country's cultural heritage, and promote cultural diversity and dialogue for social cohesion, reconciliation and the establishment of a culture of peace in the country.

- *The History Project.* Efforts began in 1999 to establish an audiovisual archive to document the people's history, achievements and struggles. The archive includes messages from key national figures including Timor-Leste's Nobel Peace Prize laureates, Jose Ramos Horta and Bishop Dom Carlos Felipe Ximenes Belo. The project also transcribed, translated and digitally replicated Max Stahl's award-winning films and documentaries.
- *Uma Fukun Restoration.* UNESCO led an intersectoral effort to rehabilitate this unique landmark in Dili. The building has great cultural and historical significance.

<sup>30</sup> Under the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES) programme.





- *Photo documentation of traditional textiles (tais) and woodcarvings.* This project, undertaken in 2007 with the Timor-Leste Photographers Association (TiLPA), aimed to preserve and promote these examples of Timor-Leste's cultural heritage by documenting and showcasing them on posters, calendars, postcards and banners.
- *Museum-to-Museum Partnership Programme.* UNESCO's support is currently focused on building the capacity of key personnel in the National Directorate for Culture for museum management, and facilitating partnership and cooperation with supporters and donors. Activities have included:
  - Training on museum management for key staff of the Ministry of Education, Culture and Sports and the Provincial Museum of Dili. With support from the Japan International Cooperation Agency (JICA), 2002.
  - 6-month training on museum management for 3 Directorate of Culture staff at the Museum and Art Gallery of the Northern Territory (MAGNT) in Darwin, Australia, under the AusAid Australian Leadership Awards Fellowship; two other staff members studied at the University of Melbourne, also supported by AusAid.
- *Ratification of key UNESCO Conventions.* The government is considering immediate action to ratify the Conventions on the Protection of the World Cultural and Natural Heritage (1972), the Safeguarding of the Intangible Cultural Heritage (2003) and the Protection and Promotion of the Diversity of Cultural Expressions (2005).



## Communication and Information

UNESCO has undertaken a series of activities since 2000 to support local media and media practitioners to promote freedom of expression in Timor-Leste.

- *Community radio.* Timor-Leste's first community radio stations were launched in Maliana and Lospalos. They provided a very concrete way of building and practicing democracy at the grassroots level, and their role in delivering civic education in the pre-election period and later was extremely significant. Sergio



Vieira de Mello, the then UN Transitional UN Representative in Timor-Leste, called the Lospalos Community Radio (RCL) ‘a model project’ and World Bank used it as a model for its own projects in the following years.

- *Protecting freedom of expression and freedom of the press.* UNESCO provided capacity building support for a local NGO, the Timor-Leste Media Development Centre (TLMDC), and facilitated its cooperation with Internews, an international media development NGO. TLMDC and Internews then supported national counterparts to formulate a regulatory framework for the protection of freedom of expression and freedom of the press. We hope that this will eventually be adopted into a new media law.
- *Community Multimedia Centres.* These multi-function centres, established in 2006 in Dili and Lospalos, enable communities to access previously unavailable information and communication networks through ICTs such as internet and email. They offer:

- Access national and international news sources for broadcast purposes for community radio journalists;
- Training for community radio broadcasters (Los Palos CMC, 2009);
- Improved access to community development programmes;
- Broader educational opportunities, particularly for women, by providing free internet and computer training to women-only groups;
- Facilities for recording and archiving material on local culture, history and language, in order to conserve and promote knowledge about the local community. They have also been used to record and archive educational materials produced by the radio station for future use.

This project was implemented under the Information for All Programme (IFAP).

- *Radio documentary production.* In 2009, as part of a wider effort to enhance media pluralism by strengthening community radio as an alternative and critical voice within the Timorese media, community radio station reporters were trained on the production of documentary radio programmes. This will, in turn, enhance the democratic process by encouraging vigorous and open debate about issues of national significance. The project was supported by the International Programme for the Development of Communication (IPDC), in cooperation with the Timor-Leste Community Radio Association (ARKTL).







## Strengthening relation with the Government

- *Peace Journalism and Media Reporting in Post-Conflict Situations.* Workshops were held for Timorese journalists and community radio broadcasters in collaboration with TLMDC and the Timor-Leste Journalists' Association (AJTL) in 2008.
- *Strengthening media independence.* Independent newspapers frequently struggle due to the high cost of commercial printing in Timor-Leste. A new, independent printing press, procured with funds from the International Programme for Development of Communication (IPDC), will help to foster media diversity by allowing the independents to publish at more affordable rates.

The republic of Timor-Leste is a very young nation, and in fact became the world's first new independent state in the 21<sup>st</sup> century. Until today the country continues to suffer the consequences of a decade long independence struggle, which damaged infrastructure and displaced thousands of civilians. Against this recent historic background it is clear that there is generally a low capacity at all levels and in all sectors in Timor-Leste, including in the Government system. This presents a challenge also for development partners in the way they cooperate and engage with the Government, as this calls for a dual approach of further capacity building and empowerment of the Government, while also providing more traditional support and assistance to the country in a process that is lead by the Government.

UNESCO has therefore in recent approaches looked for opportunities to provide capacity building and training opportunities for staff in selected ministries, and continues its engagement in a continuous dialogue with Government partners on priority needs of the country in the areas that relate to the mandate of UNESCO. In this respect the establishment of the Timor-Leste National Commission for UNESCO in April 2009 presents an important step in improving the communications, planning and programme support to the government of Timor-Leste. The National Commission will take a lead role in associating the governmental and non-governmental bodies in the country with the work of the Organization.

The Launching of the Timor-Leste National Commission comes at an opportune moment. The UN system in Timor-Leste, in consultation with the Government, has developed a new UNDAF, the implementation of which has just started. The National





Commission is also established at a time when the UN reform process is taking shape, which has triggered a discussion within UNESCO as to how we could make better use of and develop stronger cooperation with National Commissions.

### Box 3: Lessons Learned and UNESCO Challenges

From various reports and consultations with counterparts and development partners, UNESCO Timor-Leste has drawn a number of lessons learned that will guide and UNESCO's future work and enhance the impact of its programmes.

- The Antenna Office in Dili has succeeded in raising awareness of UNESCO's mandate among the government of Timor-Leste, UNCT and development partners. It is important now to establish additional, sustainable sources of funding and support facilities in order to enhance UNESCO's presence and effectiveness in implementing programmes under the UCPD. These will largely come from extra-budgetary resources.
- Many of UNESCO's activities were undertaken by Programme Specialists in Jakarta using regular programme budgets. With substantial resources generated from extra-budgetary sources, the Antenna Office will be able to work more closely with counterparts, government partners and the UNESCO National Commission to create a more significant impact.
- A more coordinated approach and more effective communication between UNESCO Headquarters and the Bangkok and Jakarta and Timor-Leste offices, will make implementation more strategic.
- Providing government officials and institutions with opportunities to participate in study trips—including trainings, workshops and conferences—outside the country is a useful means of capacity building.
- There is room to improve the system of planning, monitoring and evaluation—both internal and external—of the country programme, in particular by involving local counterparts at all stages.
- Successful experiences, outcomes and achievements need to be shared with counterparts at the national level.
- UNESCO's mandate provides an opportunity to contribute substantially to the outcomes of the UNDAF, given sufficient resources and commitment, not only from UNESCO itself but also from other development partners including co-UN agencies.
- The challenge for UNESCO in pursuing the programmes under the first TL-UCPD is to embark on a substantial project with substantial funding from extra-budgetary sources that will make a significant impact, provide greater visibility, and benefit the people of Timor-Leste.

# 3 Proposed Cooperation Framework

The process of developing this first TL-UCPD adopted a consultative approach, which built on the national development priorities of Timor-Leste on the one hand, and on the UNESCO Strategic Programme Objectives on the other. As such, the UCPD reflects the priorities of the country and UNESCO.

The strength of such a consultative approach is in the support it has generated from both Government and other stakeholders because it is rooted in the country-specific context, while at the same time, it allows a strong entry to position UNESCO's global mandates and specific programme objectives into the UNDAF process. Please see Annex 3, which shows the linkages between UNDAF Outcomes, UNESCO Interventions in Timor-Leste, and UNESCO SPOs.

Building on results achieved and lessons learned, UNESCO will continue to support the government of Timor-Leste to achieve national goals and priorities as well as internationally agreed development goals, including the MDGs. In particular, UNESCO will support efforts to consolidate peace and stability in the country—the cornerstone of the UNDAF in Timor-Leste. The UNDAF is a framework that coordinates the UN's contributions to the national development priorities of the country, including UNESCO's interventions under the three main cooperation areas of (1) democratization and social cohesion; (2) poverty reduction and sustainable livelihoods; and (3) basic social services with the consolidation of peace and stability. Although UNESCO in Timor-Leste has taken part in setting the priorities for UNDAF since 2007, this TL-UCPD is the first strategic document to outline UNESCO's interventions towards achieving the UNDAF outcomes, based on the country's priorities and on UNESCO's comparative advantages.

The programmes and projects outlined in this UCPD evolved from a series of consultations with government ministries and institutions and are consistent with UNESCO's five overarching objectives: (1) Attaining quality education for all and lifelong learning; (2) Mobilizing science knowledge and policy for sustainable development; (3) Addressing emerging social and ethical challenges; (4) Fostering





cultural diversity, intercultural dialogue and a culture of peace; and (5) Building inclusive knowledge societies through information and communication. Each of the selected initiatives meets certain key criteria concerning UNESCO's comparative advantage; potential programme/project impact; intersectoral and multidisciplinary perspectives; innovative strategies; being programmes rather than pilot projects; partnerships with stakeholders; and being 'doable' within a 3-year period.

The 13 proposed programmes are also guided by the UNESCO Medium-Term Strategy 2008-2013 (34 C/4) and UNESCO's responsibility as lead agency for EFA, the UN Literacy Decade (2003-2012), the UN Decade of Education for Sustainable Development (2005-2014) and the International Decade for Culture of Peace and Non-Violence for the Children of the World (2001-2010). As the matrix in the proposed cooperation framework shows, within each programme, a number of focuses have been identified to reflect how the specific priorities identified by UNESCO and its partners in government will be addressed.

UNESCO's comparative advantage within the UNCT is its ability to respond to the country's complex development issues through cross-cutting interventions that fall under its mandate. In this UNPD there are six intersectoral programme focuses that address cross-cutting issues such as education for sustainable development, gender equality, youth participation and disaster risk reduction.

UNESCO also supports government initiatives to forge partnerships with local institutions and donors, as well as promoting Timor-Leste's integration into international and regional networks relevant to UNESCO's mandate. UNESCO institutions such as the International Institute for Educational Planning (IIEP); the UNESCO Institute for Statistics (UIS), the UIS-Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit of UNESCO Bangkok, and the UNESCO International Bureau of Education (IBE) will serve as support in implementing the proposed programmes through technical assistance, data assessment and participation in international, regional, and national workshops.





A significant recent achievement that will strengthen UNESCO's cooperation framework in Timor-Leste was the establishment of the Timor-Leste National Commission for UNESCO in late 2008. The National Commission was created by expanding the existing National Education Commission, a policy and advisory body within the MoE. Apart from making UNESCO more visible and raising awareness of its goals and mandates, the Timor-Leste National Commission, which was formally launched in April 2009, is expected to contribute to ensuring that UNESCO's mandate is implemented at the country level. The UNESCO Office in Dili will continue to strengthen the operational capacities and competencies of the National Commission with the support of UNESCO Office, Jakarta and to cooperate with them in programme delivery, communication, partnering, mobilising and managing extra-budgetary resources, and enhancing networking and cooperation among various parties.

## Timor-Leste-UNESCO Country Programming Framework 2009–2013

Timor-Leste–UNESCO Partnership to meet the Millennium Development Goals and Education for All

	EDUCATION	SCIENCE	CULTURE	COMMUNICATION AND INFORMATION
MAIN OBJECTIVES	Ensuring quality education for all	Mobilizing science knowledge & policy for sustainable development and addressing related ethical challenges	Fostering cultural diversity, intercultural dialogue, and a culture of peace	Building inclusive knowledge societies
PROGRAMME AREA	<p>1.1. Quality Education in Formal &amp; Non-Formal systems</p> <p>1.2. Policy formulation, planning, management and capacity building of Ministry of Education</p> <p>1.3. Global leadership in EFA, coordination and development of strong partnership</p>	<p>2.1. Science &amp; Technology development including policy development, capacity building and research</p> <p>2.2. Environment &amp; natural resources management</p> <p>2.3. Disaster risk management</p>	<p>3.1. Fostering cultural diversity, intercultural dialogue and a culture of peace</p> <p>3.2. Protect &amp; safeguard cultural (tangible &amp; intangible) heritage</p> <p>3.2. Strengthen cultural policies, cultural industries</p>	<p>4.1. MDG awareness</p> <p>4.2. Universal access to information &amp; knowledge</p> <p>4.3. Fostering pluralistic, and independent media</p> <p>4.4. Fostering mutual understanding, peace and reconciliation</p>
PROGRAMME FOCUS	<p>1. Strengthen the capacity of the Ministry of Education in policy development and education programme implementation through trainings on educational planning and development, and on Educational Management Information System (EMIS)</p> <p>2. Strengthen Early Childhood Care and Education (ECCE) by assisting in the development of a comprehensive ECCE teacher training package</p> <p>3. Strengthen the quality basic education through development of an improved school performance appraisal system and training for the inspectors at the national, regional and district levels on implementation of the system</p> <p>4. Strengthen the capacity of the Ministry of Education in Non-Formal Education (NFE) through development of NFE frameworks and teaching-learning materials</p> <p>5. Secondary vocational education support in Timor-Leste</p>	<p>1. Developing a comprehensive approach to science education in Timor-Leste</p> <p>2 Policy and framework development an research for science and technology and innovation</p> <p>3. Capacity development of stake holders of science and technology</p> <p>4. Initiate ‘Man and Biosphere’ programme for Timor-Leste that provides models for sustainable development</p> <p>5. Strategic research/ study, policy advice, awareness raising and capacity building on renewable energy</p> <p>6. Initiate water development programmes that link to Eco-Technology development and livelihoods</p> <p>7. Institutional support in developing environmental policy/ education</p>	<p>1. Promotion and ratification of normative instruments</p> <p>2. Rehabilitation of cultural heritage in post-conflict/disaster areas</p> <p>3. Cultural tourism and creative industries for sustainable development</p> <p>4. Promoting cultural and linguistic diversity &amp; intercultural dialogue/ education</p> <p>5. Safeguarding intangible cultural heritage</p> <p>6. Capacity building of the government institutions (policy, partnership, networking, development of museum)</p>	<p>1. Development of free, independent and pluralistic media (including media law development)</p> <p>2. Capacity building of media professionals, including on MDGs issues</p> <p>3. Development of editorially independent public service broadcasting</p> <p>4. Foster community access to information</p> <p>5. Development of media and information literacy/ education</p> <p>6. Preservation of information, and promotion of diversity of information sources</p> <p>7. Development of peace and reconciliation programme</p>

## INTERSECTORAL

1. Promotion of linkages between biodiversity conservation and cultural diversity as a platform for sustainable development
2. Integration of education, science, culture and communication for disaster risk management and preparedness including climate change
3. Teacher upgrading through ICT
4. Education for Sustainable Development
5. HIV prevention education in both formal and non-formal education
6. Promoting and supporting youth participation





# 4 Programme Management



## Monitoring and Evaluation

The Timor-Leste – UNESCO Country Programming will be implemented over the period 2009–2013 through short, mid and long-term projects and activities. Within each programme area, detailed work plans, including monitoring and evaluation mechanisms and related performance indicators, will be developed with the relevant ministries, stakeholders and partner agencies.

Progress of the TL-UCPD will be monitored and evaluated regularly by a Steering Committee, to be established under the auspices of the Antenna Office in Dili in collaboration with the Timor-Leste National Commission for UNESCO. Recommendations from these reviews will help to identify and tackle emerging issues so that programme adjustments can be made accordingly.

## Partnerships

Within the framework of both the UNDAF and TL-UCPD, UNESCO in Timor-Leste will continue to collaborate with UNCT, donors in Timor-Leste, and local and regional NGOs and institutions, as well as a regional network of policy makers, experts, and development agencies. UNESCO in Timor-Leste will devote its efforts towards building strategic alliances in support of the TL-UCPD in order to ensure that the programme benefits from political commitment and broad ownership, high-level expertise and cutting-edge knowledge as well as the financial resources required for successful implementation.

For its part, the Timor-Leste National Commission for UNESCO will mobilize stakeholders among government agencies, civil society organizations and the private sector. Support for the proposed programme will also be strengthened through existing cooperation mechanisms and networks among neighbouring countries in the region, including SEAMEO and ASEAN among the E9 countries, but also at the international level, particularly through South-South cooperation and triangular North-South-South cooperation.

## Resource Mobilization

Funds will be provided from UNESCO's regular budget from Headquarters and the regional offices in Jakarta and Bangkok to implement priority components of the programme during 2009–2013 such as training, research and studies, environmental law, awareness workshops, promotion of cultural conventions, among others.




At the beginning of each financial year, UNESCO and the government will define co-financing schemes and arrangements to identify the government's contribution from its budget allocations for the relevant line ministries.

Besides these resources, UNESCO will make an effort to access extra-budgetary funding from donors and other sources, both bilateral and multilateral. This will be the largest source of support for the implementation of the programmes outlined in this UCPD.



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# Annex 1

## Selection of Programmes and Projects

The list below presents a selection of programmes and projects intended to be executed during the period covered by this TL-UCPD 2009–2013.\* Denotes priority projects.

### Education

1. Educational Management Information System (EMIS) Strengthening.\*
2. Secondary vocational education support to Timor-Leste.\*
3. Strengthening Early Childhood Care and Education (ECCE).
4. Improving basic education quality through school performance appraisal.

### Science

1. Building Timor-Leste's future through science and technology education.\*
2. Water for Healthy People and Environment.\*
3. Biosphere Reserves for Environmental and Economic Security (BREES).
4. Promoting research and innovation to support science and technology policy.
5. Building capacity for science and technology stakeholders.

### Culture

1. National Museum Project.\*
2. Safeguarding intangible cultural heritage through heritage education and awareness.\*
3. Promotion and ratification of normative instruments and conventions related to culture by the government of Timor-Leste.
4. Supporting the rehabilitation of Timor-Leste's cultural heritage.
5. Promoting cultural tourism and creative industries for sustainable development.
6. Promoting cultural and linguistic diversity and intercultural dialogue/education.

### Communication and Information

1. Strengthening Community Radio in Timor-Leste.\*
2. Digital and Mobile Libraries.\*
3. Promoting a free and independent media in Timor-Leste.
4. Capacity building of media professionals, including on MDG-related issues.
5. Fostering community access to information.
6. Developing media and information literacy/education.
7. Interactive programmes for peace and reconciliation.

### Intersectoral

1. Disaster Risk Reduction for Schools and Communities.\*
2. Integrated approach to climate change mitigation and adaptation.\*
3. Education for Sustainable Development (ESD).\*
4. Using traditional knowledge as a basis for environmental stewardship.
5. Teacher upgrading through ICT.
6. HIV prevention education for all.
7. Promoting youth participation.

# Annex 2



## Examples of Proposed Programmes and Projects





## Educational Management Information System (EMIS) Strengthening

**Location** Timor-Leste (National level programming)

**Partners** Ministry of Education

**Overall Project Objective** Strengthen the capacity of the Ministry of Education in policy development and education programme implementation through strengthening of the Educational Management Information System (EMIS) and trainings on educational planning and development

**Linkage with UNDAF** UNDAF CP Outcome 3.1

**Project Period** 5 years (2009–2013)

**Estimated Budget** US\$500,000

### BACKGROUND

The Ministry of Education (MoE) is working towards evidence-based policy formulation and result-oriented programme implementation and monitoring. Timely, year-round delivery of relevant and reliable data and reports are crucial for effective planning and implementation. Aiming to enhance capacities to produce effective data and use them appropriately, the MoE will strengthen its current education management information system as part of an institutionalized governance structure.

The EMIS project started in 2003 with capacity building and development activities to establish the system. UNICEF provided the MoE with a technical advisor. Following a temporary disruption of support due to the 2006 crisis, the World Bank, using the EFA Fast Track Initiative Catalytic Fund, began providing support for the EMIS manager, technician and data entry staff in 2007.

The current EMIS staffing profile consists of 4 MoE staff, 16 data entry operators and 13 district data collectors. The Directorate for Policy, Planning and Development (consisting of the Planning Department, EMIS Department, and Research Department) is newly established. The current EMIS system in the Ministry is designed to collect data for the EFA Core Indicators and other EMIS purposes.

Although there has been steady improvement in the EMIS, many challenges remain. These are addressed by the components of the proposed project.

**OBJECTIVES**

To have a self-sustaining functional Education Management Information System that provides reliable information to strengthen evidence-based policy formulation at all levels in the MoE.

**COMPONENTS**

- The establishment and functionality of an EMIS Task Force ensuring the involvement of all stakeholders;
- Strengthening national capacity, especially at the central level, for better decision making and planning;
- Production of various relevant outputs and their effective dissemination;
- Improvement of data collection instruments and production of necessary training materials;
- Supporting in-depth analysis and research on education investment and resource allocation.

**POTENTIAL IMPACTS**

- A sustainable education management information system, institutionalized as part of the educational governance structure;
- Improved decision making and planning, and more effective policy formulation, based on evidence.



## Secondary Vocational Education Support to Timor-Leste

**Location** Timor-Leste (National level programming)

**Partners** Ministry of Education

**Overall Project Objective** Supporting the Ministry of Education in expanding and developing the secondary vocational education system through curriculum development, teacher training, provision of equipments and school management development

**Linkage with UNDAF** UNDAF CP Outcome 2.3

**Project Period** 5 years (2009–2013)

**Estimated Budget** US\$10–15 million

**BACKGROUND** To augment the supply of skilled and semi-skilled labour needed for the expansion and development of Timor-Leste's economy, the MoE aims to encourage many students finishing Grade 9 to choose the vocational education track at Grades 10–12.

The 13 existing secondary vocational schools lack all the basic components required to deliver sound education, skills and training. The curriculum is a remnant of that left behind from the Indonesian administration, workshops are poorly equipped, instructors and teachers are in need of in-depth training, and neither textbooks nor supplementary teaching/learning materials are available to facilitate teaching and boost learning. Moreover, these schools suffer from deteriorating physical infrastructure (classrooms, workshops, and other facilities).

These deficiencies have led to the stagnation of both vision and curriculum, and a widespread lack of motivation among administrators, teaching staff and students.

In brief, students do not receive training that can lead to the acquisition of the basic skills needed for the expanding labour market, and secondary vocational schools are not in a position to attract sufficient numbers of students to become skilled workers in the transitional economy.

**OBJECTIVES** To expand the secondary vocational track in terms of annual student intake as well as upgrading of facilities, curriculum/textbook development, teachers/instructors' training and capacity development, and boosting teaching/training delivery.



**COMPONENTS**

- Facilities upgrading;
- Curriculum and textbook development;
- Teacher training;
- Capacity building of school administration/supervision;
- Development of guidelines/national standards on secondary education.

**POTENTIAL IMPACTS**

A market-oriented, efficient and accountable vocational education system in Timor-Leste that is augmenting an increasingly competent, skilled workforce that can contribute to the expansion and development of Timor-Leste's economy.

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## Biosphere Reserves for Environmental and Economic Security (BREES)

<b>Location</b>	Asia & the Pacific including Timor-Leste
<b>Partners</b>	Government; inter-governmental agencies; finance institutions; communities; universities and other research institutions; NGOs; private sector
<b>Overall Project Objective</b>	To strengthen and promote the role of biosphere reserves in achieving environmental and economic security throughout Asia and the Pacific
<b>Linkage with UNDAF</b>	UNDAF CP Outcome 1.1 and 2.2
<b>Project Period</b>	7 years (2010–2017)
<b>Estimated Budget</b>	US\$5–7 million (Timor-Leste component)

### **BACKGROUND**

The Asia-Pacific region is home to two-thirds of the world's poor: nearly one out of four people lives on US\$1 or less a day. The rural poor—agriculturalists, forest plant collectors, hunters, and fisherman—who live around the forests and along the coasts of the region have traditionally been economically and socially ignored, under-represented, and under-served.

Climate change will likely be the most important challenge that this planet faces in the 21<sup>st</sup> century and beyond. The rural poor have already sounded the alarm that their livelihoods risk being eliminated, and ecological disruptions will have a major impact on the ecosystem services upon which all humans depend. Therefore, the wise management of forest, coastal, and marine ecosystems by the rural poor are more critical than ever in ensuring the future survival of these important ecosystems including the communities that live in them.

Biospheres Reserves for Environmental and Economic Security (BREES) is a long-term regional climate change and poverty alleviation programme that will work with communities, micro-finance institutions, educational institutions, governments and donor agencies to use biosphere reserves as learning centers for environmental and human adaptability to climate change effects and to improve economic conditions for the rural poor in and near biosphere reserves. This programme will combine the unique set of expertise that UNESCO possesses in the sciences (environmental, hydrology, basic, social), education, culture, and communication and information.



**OBJECTIVES**

To strengthen and promote the role of biosphere reserves in achieving environmental and economic security throughout Asia and the Pacific. This will be achieved by establishing a critical mass of resources and people to effectively safeguard important carbon sinks, and developing innovative solutions to enhance livelihoods of the rural poor, through investing in community-based efforts to alleviate poverty and mitigate and adapt to climate change impacts.

**COMPONENTS**

- Establishing micro-financing and grant networks in communities surrounding the 100 plus biosphere reserves in the target region to promote eco-friendly ventures and projects by communities, NGOs, and researchers.
- Developing a regional monitoring and adaptive management system to track ecosystems, local economies and social systems to ensure that changes lead to sustainable development goals, and build on and strengthen local capacity in addressing the challenges posed by their changing environments.

**POTENTIAL IMPACTS**

The BREES Program has the potential to lead to the short and long term impacts below.

- Positive *environmental* impacts through maintenance of large intact natural areas which represent significant carbon sinks, maintenance of environmental services, and promotion of eco-friendly ventures and projects .
- Positive *economic* effect on clients (e.g., building non-land assets and services, job creation, local and regional branding ‘Biosphere Product’) and communities (e.g., empowerment of communities, stable community economy, village economic spill-over effects) by reducing poverty through inclusive economic growth.
- Positive *social* effects (e.g., empowerment of communities, access to water, sanitary conditions, economic gender equality in economy, education, health).
- Positive *national level* effects (e.g., national climate change planning, national pride, employment creation, building a next generation of social entrepreneurs, mainstreaming the financial needs of the poor into national economic planning)
- Positive *regional level* effects (e.g., environmental improvements, regional exchanges and knowledge sharing, regional climate change policies, improvement in education and sciences, poverty alleviation).
- Positive change of mindset of rural poor people and other stakeholders regarding the harmony between development and conservation.
- Positive disaster risk reduction in country efforts (e.g., mitigation policies, disaster risk reduction public education and awareness, land use planning).





## PROJECT PROFILE

### **Building Timor-Leste's Future through Science and Technology Education**

**Location** Timor-Leste (National level programming)

**Partners** Ministry of Education, National University of Timor-Leste (UNTL), Instituto Católico para Formação de Professores (ICFP), Brazilian Cooperation/CAPES, Portuguese Cooperation, NGOs.

**Overall Project Objective** Improve the capacity of Timor-Leste for effective teaching and learning in science and technology education for sustainable development through the development of a comprehensive approach– policy development and advocacy, a systematic and institutionalized approach to the development of trainers and teachers, and community development through application of science and technology.

**Linkage with UNDAF** UNDAF CP Outcome 2.3 & 3.1

**Project Period** 5 years (2009–2013)

**Estimated Budget** US\$7 million

**BACKGROUND** Science and technology development in Timor-Leste is still in its infancy, with minimal research infrastructure and human resources. The National Education Policy 2007–2012 and the Education Law refer to the importance of science and technology education; however, this has not been actively pursued as there is no specific organizational structure yet within the Ministry to handle its implementation.

In Timor-Leste, science is an important subject in the provision of the 9-year compulsory basic education. This has implications for the way the subject is taught and learning outcomes assessed. The effectiveness of the teaching process very much depends on the quality of the science curriculum, the pre-service and in-service training of teachers, the qualifications of science teacher trainers, the provision of science laboratories, workshops, equipment, textbooks and other resources, and the support provided for science activities by government, community and relevant partners.

This comprehensive capacity building project is expected to apply the principles and approaches of implementing science and technology education for sustainable development (ESD). In particular, the project will build on past experiences and lessons learned from the



'Support for Science and Technology Education in Timor-Leste' project, which focused on developing fully qualified primary school teachers for the 13 districts. This project moves towards greater systematization and institutionalization of the mentoring approach throughout the country, by seeking to reach more science teachers at all levels in both the formal and non-formal education systems.

**OBJECTIVES**

- To establish/strengthen formal science and technology education at the primary, secondary and tertiary levels;
- To offer a means of providing non-formal science and technology education for the community in a manner coordinated with the interventions in the formal education system;
- To promote community interest in, and support for, formal science and technology education and careers in science and technology;
- To foster a general environment of scientific thinking, technical knowledge, problem solving and decision making that will support government scientific and technological initiatives in areas such as health, ecologically sustainable development and enterprise creation;
- To implement the project with the underlying theme of science and technology education for sustainable development (ESD) applied in all approaches and strategies.

**COMPONENTS**

- Development of curricula and materials for both formal and non-formal science and technology education;
- Pre-service and in-service training for teachers, including through the mentoring approach;
- Community science events activities to promote interest and awareness.

**POTENTIAL IMPACTS**

The proposed project will have an impact on both formal and non-formal science and technology education in Timor-Leste. It will result in greater public awareness and understanding of science and technology issues, and enhance community development through community science events towards the overall goal of science and technology education for sustainable development (ESD). Science education teaching will cover not only basic science but also broader areas such as hygiene, health, sanitation, environmental awareness, food and nutrition, disaster risk reduction and other related development issues.



## PROJECT PROFILE

### Water for Healthy People and Environment

**Location** Selected sites in Cambodia, Indonesia, the Philippines, Timor-Leste and Vietnam.

**Partners** National Directorate of Water and Sanitation Services (DNSAS), Ministry of Education, Ministry of Health, Water Use Group, Parent Teacher Association.

**Overall Project Objective** To contribute to sustainable development and to the general well-being of people in the target region by promoting the wise use of water and environmental resources.

**Linkage with UNDAF** UNDAF CP Outcome 2.2

**Project Period** Phase I: 2010–2013  
(action research, demonstration projects, and awareness raising)  
Phase II: 2013–2015 (replication and up-scaling)

**Estimated Budget** US\$5 million

**BACKGROUND** The Millennium Development Goals have become a universal framework for development and therefore present a means for developing countries and their development partners to work together in the pursuit of a shared future for all. In terms of actual number of people addressed under the MDGs, of all Regions in the World, the MDG challenges are biggest for the Asia Region. Asia has over 60% of the world population, and has for instance the largest number of people without access to safe water supply and sanitation (62 and 74%, resp.). Besides, the Region also shows the most rapid destruction of water resources in terms of quality and quantity. Conventional approaches to provide WSS have typically focused on the ‘hard-ware’ component of service delivery, the pipes and the taps, an approach that has proven to be expensive, inefficient and unsustainable. The cost of water supply is high, but wastewater collection and full treatment of sewage are much more costly and are therefore usually not implemented. This results in rapid water resources destruction, eutrophication, anoxic water bodies, sediment accumulation, and spread of pathogens. Developing countries all over Asia are experiencing massive water resources destruction due to the sewage discharges. Another challenge remains the operation and maintenance of WSS infrastructure. There are many examples of disfunctioning and complete collapse of WSS facilities only few years after completion of the works. Lack of skilled operators and lack of incentives to users seems to be the main cause of this. It is therefore essential to revisit past approaches to WSS and develop systems and concepts that address the weaknesses identified.





This project proposes the development of Ecotechnologies for WSS, which will be low cost, provide a range of additional incentives to communities and users, and prevent the destruction of water and environmental resources and the spread of pathogens. The programme on Ecotechnologies for Sustainable Water Supply and Sanitation will be implemented in selected countries in South-east Asia.

### **OBJECTIVES**

To contribute to sustainable development and to the general well-being of people in the target region by:

- Developing and implementing eco-technologies for water supply and sanitation (WSS) that will promote the rational use of water and permit effluent treatment in combination with resource recovery and reuse;
- Developing a school water and sanitation programme that adopts the same concepts of rational use, resource recovery and reuse, linked to the development of a 'green school' concept.

The project objectives will be achieved by adopting a strategy that takes into account the district water cycle and the individual components of this cycle in the context of sustainability.

### **COMPONENTS**

- Considering rational water use practices (i.e. minimizing water use and wastewater production);
- The development and implementation of (eco-) technologies that permit effluent treatment in combination with resource recovery and reuse;
- Reducing water resource contamination and the spread of pathogens, while providing conditions that further stimulate natural purification processes in the water resource; and
- Adopting a strong awareness raising and education approach via the involvement of communities and schools.

### **POTENTIAL IMPACTS**

Improved environmental awareness, water use efficiencies, waste management practices, and hygiene and public health awareness, resulting in an improvement in the general well-being of people in the target regions.



## PROJECT PROFILE

### National Museum Project

<b>Location</b>	Timor-Leste (National level programming)
<b>Partners</b>	National Directorate for Culture of Ministry of Education, Secretariat of State for Culture, Museum and Art Gallery of the Northern Territory (MAGNT), Melbourne University, International Council of Museums International/Local NGOs/Experts
<b>Overall Project Objective</b>	Support the Ministry of Education/Secretariat of State for Culture by providing technical input, resource mobilization and advice in the establishment of the Timor-Leste's National Museum and of a legal framework to address the illicit trafficking of artefacts
<b>Linkage with UNDAF</b>	UNDAF CP Outcome 1.1
<b>Project Period</b>	2009–2013
<b>Estimated Budget</b>	US\$11 million
<b>BACKGROUND</b>	<p>Many sites, including tangible and physical heritage of cultural significance, in Timor-Leste were destroyed during the past conflicts and only some 700 artefacts and cultural objects remain today, stored temporarily in a storage room on the premises of the MoE.</p> <p>UNESCO initiated the Museum-to-Museum Partnership Programme in 2005 to provide technical assistance to the National Directorate of Culture in the MoE by identifying museum partners and establishing cooperation between museums to support the safeguarding of existing artefacts as well as facilitating capacity building of Directorate staff.</p> <p>In February 2009 UNESCO Office, Jakarta undertook a further needs assessment for the establishment of a National Museum of Timor-Leste that would be able to play a role in community heritage preservation, education and the dissemination of knowledge. UNESCO's continuous support in the Museum Sector will be built on past achievements and experience, in line with the National Policy and Strategic Plan on cultural heritage promotion, preservation and development, to be issued in April 2009.</p>

**OBJECTIVES**

To assist the government of Timor-Leste to establish a national museum and to enhance the museum's capacity to safely house the movable cultural heritage of Timor-Leste as well as to fulfill its role in community heritage education and the dissemination of historical knowledge. A secondary objective is to support this effort by strengthening the legal framework and law enforcement in relation to archaeological sites and artefacts, through regional cooperation to stop illicit traffic at the borders and to raise awareness at both national and international level.

**COMPONENTS**

- Partnership development and enhancement with museums and universities.
- Capacity building of MoE staff and museum staff.
- Support for the establishment of a national law on the preservation of cultural heritage.
- Museum construction and equipment procurement.
- Museum promotion exhibition catalogues, brochures, website, and other audio-visual materials.
- Community, youth, and school involvement and mobilization.

**POTENTIAL IMPACTS**

- The government has the capacity to promote normative instruments and conventions related to cultural protection and conservation.
- The museum serves to promote the Timorese identity and propagate cultural diversity in this post-conflict country.





## PROJECT PROFILE

### Strengthening Community Radio in Timor-Leste

<b>Location</b>	Timor-Leste (National level programming)
<b>Partners</b>	Timor-Leste Community Radio Association (ARKTL), Timor-Leste Media Development Centre (TLMDC), International Centre for Journalists (ICFJ), Secretary of State for Council of Ministers
<b>Overall Project Objective</b>	Develop capacity of media in Timor-Leste by strengthening community radio stations across the country.
<b>Linkage with UNDAF</b>	UNDAF CP Outcome 1.3
<b>Project Period</b>	5 years (2009–2013)
<b>Estimated Budget</b>	US\$500,000
<b>BACKGROUND</b>	<p>Community radio plays an extremely important role in Timor-Leste in ensuring that communities are informed about local, district, and national current affairs. Since 1999, 15 community radio stations have been established with donor and NGO support. However, there was no broad community consultation in the establishment of the radio stations. As a result, communities have little sense of ownership of their radio stations, and are therefore neither actively engaged in the running of the stations, nor aware of how the stations can contribute to the improvement of their livelihoods. Volunteer staff struggle to manage the stations effectively, yet no real attempt has been made to train station managers and volunteers on other essential skills such as management, community engagement, business and financial training.</p> <p>The Timor-Leste Community Radio Association (ARKTL) represents the interests of community radio stations with donors, and on issues such as media law development and getting recognition for the role of community media in Timor-Leste.</p>
<b>OBJECTIVES</b>	To contribute to the development of mass media in Timor-Leste by strengthening community radio stations across the country. The immediate beneficiaries of this project will be the staff of the ARKTL, who will get hands-on specialization in setting up and managing community radio stations in Timor-Leste. Other beneficiaries include the station managers and volunteers of community radio stations in Timor-Leste. Each community radio station has around 10



active volunteers, thus approximately 150 volunteer journalists will benefit from this project. Of these, 100 are likely to be male and 50 female.

**COMPONENTS**

- Development of a community radio model/framework;
- Implementation of the model;
- Development of a manual for community radio stations;
- Training and capacity building.

**POTENTIAL IMPACTS**

Well-managed, sustainable community radio stations that are well established within and responsive to their communities, and are broadcasting reliable, independent and useful news and information.



## PROJECT PROFILE

### Digital and Mobile Libraries

<b>Location</b>	Timor-Leste (National level programming)
<b>Partners</b>	Timor-Leste National Library, Ministry of Education
<b>Overall Project Objective</b>	To have a digitized information database that can be easily accessed worldwide
<b>Linkage with UNDAF</b>	UNDAF CP Outcome 1.3
<b>Project Period</b>	2 years
<b>Estimated Budget</b>	US\$1,800,000
<b>BACKGROUND</b>	ICT (Information & Communication Technology) has added a new dimension to knowledge management, giving birth to rich concepts such as digital libraries and the archiving of indigenous culture and heritage, and ensuring that no individual need be isolated from knowledge resources. Recognizing the digital divide that exists in Timor-Leste, UNESCO will continue its contribution to promoting access for all to information and knowledge through the development of a digital library.
<b>OBJECTIVES</b>	To have a digitized information database that can be easily accessed worldwide, and to develop mechanisms for information collection and storage, and for the preservation of all national documents and other data for future use.
<b>COMPONENTS</b>	<ul style="list-style-type: none"> <li>• Abstracting, indexing and classifying information resources for database production in both electronic and print format for users;</li> <li>• Facilitating the establishment of national, regional and global linkages;</li> <li>• Strengthening the institutional capacity of the library and providing visibility and accessibility to research;</li> <li>• Setting up an appropriate and efficient information dissemination system that will be accessible to all communities through a mobile library.</li> </ul>
<b>POTENTIAL IMPACTS</b>	Local and international users have anytime, anywhere access to national documents, leading to increased knowledge, facilitating research and helping to promote the Timorese national identity.





## PROJECT PROFILE

### Disaster Risk Reduction for Schools and Communities

**Location** Timor-Leste

**Partners** Jakarta Tsunami Information Centre; National Disaster Management Directorate of Timor-Leste; Indonesian Institute of Sciences

**Overall Project Objective** Develop disaster awareness tools and materials with locally adjusted content and use these materials for community awareness, education and preparedness, especially in coastal communities and other disaster-prone areas in Timor-Leste.

**Linkage with UNDAF** UNDAF CP Outcome 2.2

**Project Period** 3 years

**Estimated Budget** US\$2 million

**BACKGROUND** In October 2005, the Ministry of the Interior, the Civil Protection Directorate and the National Disaster Management Office of Timor-Leste expressed concern that the East Timorese population is clearly vulnerable to earthquakes and tsunamis. An assessment mission led by IOC to Timor-Leste in December 2007 found that little had been done with regard to the development of tsunami warning capacity in the country.

This project will address the need for hazard information, tools and materials (i.e., assessment tools, public awareness tools, training materials, best practice information and other relevant information) in Timor-Leste.

UNESCO-IOC established the Jakarta Tsunami Information Centre (JTIC) to coordinate the provision and use of community awareness tools and materials in Indonesia. New tools and materials were developed and materials from other institutions, for example from the IOC's International Tsunami Information Centre (ITIC) in Hawaii, were adapted and translated for use in training and awareness activities in communities in tsunami-prone areas in Indonesia. Currently, JTIC is expanding its services as a depository centre not only for Indonesia but also for Thailand, the Philippines, and Timor-Leste, including support for translation. UNESCO Office, Jakarta has secured funding of US\$600,000 from the multi-donor voluntary trust fund on Tsunami Early Warning Arrangements in the Indian Ocean and South Asia, managed by UNESCAP, to develop similar depositories in Thailand, the Philippines, and Timor-Leste. The activities are targeted to start in the fourth quarter of 2009 in Timor-Leste.



This project will continue the cooperation with JTIC to further optimize the use of these tools and materials for wider public awareness and education in Timor-Leste. The project will therefore start by making earthquake-tsunami hazard tools and materials available in the local language, and then developing materials and tools for other hazards—volcano, landslide, flood, and drought.

**OBJECTIVES**

- Build the capacity of schools and communities in disaster risk reduction (DRR) through the development of teaching materials, curriculum, school safety, and school and community simulations.
- Develop awareness and preparedness tools and materials to fit the local context of Timor-Leste.
- Raise public awareness on hazards and disaster risk reduction.

**COMPONENTS**

- Mainstreaming DRR in the education system through: assessments of school communities on disaster preparedness and awareness; curriculum development and teaching on DRR; and training of teachers on DRR.
- Capacity building on school and community disaster preparedness.
- Public and community awareness and preparedness for disasters.

**POTENTIAL IMPACTS**

Communities in disaster-prone areas are aware of local hazard and disaster risks and are fully prepared to mitigate the impact of such events.

# Annex 3



## Relation between TL-UCPD Programming Initiatives and UNESCO's involvement UNDAF and UNESCO's Overarching Objectives (34C4)

UNDAF Outcome	UNDAF Outputs	UNESCO Medium-term Strategy 2008-2013 34 C/4	TL-UCPD Interventions
<b>CP Outcome 1.1:</b> State organs and institutions are more efficient, transparent, accountable, equitable, and gender responsive in planning and delivery of services.	1.1.6 National Institute for Languages has increased capacity to develop Tetum language and provide interpretation services to state bodies.	<b>Overarching objective 4:</b> <i>Strategic programme objective 9:</i> Strengthening the contribution of culture to sustainable development <i>Strategic programme objective 11:</i> Sustainably protecting & enhancing cultural heritage  <b>Overarching objective 1:</b> <i>Strategic programme objective 2:</i> Developing policies, capacities & tools for quality education for all & lifelong learning as well as promoting education for sustainable development	<ul style="list-style-type: none"> <li>• National Museum Project</li> <li>• Safeguarding intangible cultural heritage through heritage education and awareness.*</li> <li>• Supporting the rehabilitation of Timor-Leste's cultural heritage.</li> <li>• Promoting cultural tourism and creative industries for sustainable development.</li> <li>• Promoting cultural and linguistic diversity and intercultural dialogue/ education.</li> <li>• Rebuilding Social Cohesion of Communities through National Museum of Timor-Leste and Cultural Heritage Education</li> <li>• Strengthening Educational Policy Development and Implementation through Enhanced Educational Information System (EMIS)</li> <li>• Strengthening Early Childhood Care and Education (ECCE)</li> <li>• Secondary vocational education support to Timor-Leste.*</li> <li>• Improving basic education quality through school performance appraisal.</li> </ul>
	1.1.10 Government has increased capacity to implement and report on international human rights and refugee conventions.	<b>Overarching objective 3:</b> <i>Strategic programme objective 7:</i> Enhancing research-policy linkages on social transformations	



<p><b>CP Outcome 1.3:</b> Timorese society is better able to internalize democratic principles and use non-violent conflict mitigating mechanisms</p>	<p>1.3.1 Institutions have established mechanisms of consultation with public / civil society which allow more opportunities for participation in decision-making.</p>	<p><b>Overarching objective 5:</b> <i>Strategic programme objective 12:</i> Enhancing universal access to information &amp; knowledge <i>Strategic programme objective 13:</i> Fostering pluralistic, free &amp; independent media &amp; info-structures</p>	<ul style="list-style-type: none"> <li>• Strengthening Community Radio in Timor-Leste.*</li> <li>• Digital and Mobile Libraries.*</li> <li>• Promoting a free and independent media in Timor-Leste.</li> <li>• Capacity building of media professionals, including on MDG-related issues.</li> <li>• Fostering community access to information.</li> <li>• Developing media and information literacy/education.</li> <li>• Interactive programmes for peace and reconciliation.</li> </ul>
	<p>1.3.2 Media and civil society have legally recognized framework for the definition of their roles.</p>	<p><b>Overarching objective 5:</b> <i>Strategic programme objective 13:</i> Fostering pluralistic, free &amp; independent media &amp; info-structures</p>	
	<p>1.3.3 Media coverage of social and economic issues improved in terms of accuracy and analysis.</p>	<p><b>Overarching objective 5:</b> <i>Strategic programme objective 13:</i> Fostering pluralistic, free &amp; independent media &amp; info-structures</p>	
<p><b>CP Outcome 2.2:</b> Local communities and national and district authorities practice more effective environmental, natural resource and disaster risk management</p>	<p>2.2.1 Government has formulated a framework on disaster risk reduction and management and set up the necessary institutions for its implementation.</p>	<p><b>Overarching objective 5:</b> <i>Strategic programme objective 14:</i> Support through UNESCO's domains to countries in post-conflict situations &amp; post-disaster situations</p>	<ul style="list-style-type: none"> <li>• Building Timor-Leste's future through science and technology education.*</li> <li>• Water for Healthy People and Environment.*</li> <li>• Biosphere Reserves for Environmental and Economic Security (BREES).</li> <li>• Promoting research and innovation to support science and technology policy.</li> <li>• Building capacity for science and technology stakeholders.</li> <li>• Disaster Risk Reduction for Schools and Communities.*</li> <li>• Integrated approach to climate change mitigation and adaptation.*</li> <li>• Education for Sustainable Development (ESD).*</li> <li>• Using traditional knowledge as a basis for environmental stewardship.</li> <li>• Teacher upgrading through ICT.</li> <li>• HIV prevention education for all.</li> <li>• Promoting youth participation.</li> </ul>
	<p>2.2.2 Government has increased capacities to mainstream relevant principles for environmental, natural resource, and disaster risk reduction management into policies and planning</p>	<p><b>Overarching objective 2:</b> <i>Strategic programme objective 3:</i> Leveraging scientific knowledge for the benefit of the environment &amp; the management of natural resources <i>Strategic programme objective 5:</i> Contributing to disaster preparedness &amp; mitigation</p>	
	<p>2.2.3 Local communities have enhanced capacity to sustainably manage natural resources and to mitigate and adapt to the impact of pests and diseases, natural disasters, and environmental vulnerability.</p>	<p><b>Overarching objective 2:</b> <i>Strategic programme objective 3:</i> Leveraging scientific knowledge for the benefit of the environment &amp; the management of natural resources <i>Strategic programme objective 5:</i> Contributing to disaster preparedness &amp; mitigation</p>	

<p><b>CP Outcome 2.3:</b> Youth have better employability and access to sustainable gainful employment</p>	<p>2.3.1 The Secretariat of State for Vocational Training and Employment has enhanced capacity for formulation of youth employment policies and strategies.</p>	<p><b>Overarching objective 1:</b> <i>Strategic programme objective 2:</i> Developing policies, capacities &amp; tools for quality education for all &amp; lifelong learning as well as promoting education for sustainable development</p>	<ul style="list-style-type: none"> <li>• Educational Management Information System (EMIS) Strengthening.*</li> <li>• Secondary vocational education support to Timor-Leste.*</li> <li>• Strengthening Early Childhood Care and Education (ECCE).</li> <li>• Improving basic education quality through school performance appraisal.</li> <li>• Building Timor-Leste's future through science and technology education.*</li> <li>• Water for Healthy People and Environment.*</li> </ul>
	<p>2.3.2 The Government has enhanced capacity to strengthen its technical vocational education and training system and to define competency standards in priority productive sectors. (ILO, UNESCO, FAO)</p>	<p><b>Overarching objective 1:</b> <i>Strategic programme objective 1:</i> Strengthening UNESCO's global lead &amp; coordination role for EFA &amp; providing support to national leadership in favour of EFA</p>	<ul style="list-style-type: none"> <li>• Biosphere Reserves for Environmental and Economic Security (BREES).</li> <li>• Promoting research and innovation to support science and technology policy.</li> <li>• Building capacity for science and technology stakeholders.</li> </ul>
	<p>2.3.5 Youth undergoing employment promotion programmes have access to literacy, numeracy and life skills-based education.</p>	<p><b>Overarching objective 1:</b> <i>Strategic programme objective 2:</i> Developing policies, capacities &amp; tools for quality education for all &amp; lifelong learning as well as promoting education for sustainable development</p>	<ul style="list-style-type: none"> <li>• Promoting research and innovation to support science and technology policy.</li> <li>• Building capacity for science and technology stakeholders.</li> </ul>
<p><b>CP Outcome 3.1:</b> 20% more children access, and 25% more children complete, free compulsory quality basic education</p>	<p>3.1.1 Children and parents have awareness on the importance of and right to quality education for all.</p>	<p><b>Overarching objective 1:</b> <i>Strategic programme objective 2:</i> Developing policies, capacities &amp; tools for quality education for all &amp; lifelong learning as well as promoting education for sustainable development</p>	<ul style="list-style-type: none"> <li>• Educational Management Information System (EMIS) Strengthening.*</li> <li>• Secondary vocational education support to Timor-Leste.*</li> <li>• Strengthening Early Childhood Care and Education (ECCE).</li> <li>• Improving basic education quality through school performance appraisal.</li> </ul>
	<p>3.1.2 Students benefit from the implementation of the national basic education curriculum including social development issues such as civil education, population, environment and gender, greater availability of skilled teachers and corresponding teaching/learning materials.</p>	<p><b>Overarching objective 1:</b> <i>Strategic programme objective 2:</i> Developing policies, capacities &amp; tools for quality education for all &amp; lifelong learning as well as promoting education for sustainable development</p>	
	<p>3.1.3 Girls and boys enjoy child friendly learning environments and facilities which include water, sanitation and hygiene (WASH), school feeding (S.F.), health, protection, and participation.</p>	<p><b>Overarching objective 2:</b> <i>Strategic programme objective 3:</i> Leveraging scientific knowledge for the benefit of the environment &amp; the management of natural resources</p>	<ul style="list-style-type: none"> <li>• Building Timor-Leste's future through science and technology education.*</li> <li>• Water for Healthy People and Environment.*</li> <li>• Biosphere Reserves for Environmental and Economic Security (BREES).</li> <li>• Promoting research and innovation to support science and technology policy.</li> <li>• Building capacity for science and technology stakeholders.</li> </ul>

	3.1.5 The education sector has enhanced capacity to undertake evidence based [based on EMIS/DevInfo] and sector wide [including secondary and tertiary level] planning, implementation, coordination, and MDG/EFA progress reporting.	<b>Overarching objective 1:</b> <i>Strategic programme objective 1:</i> Strengthening UNESCO's global lead & coordination role for EFA & providing support to national leadership in favour of EFA	<ul style="list-style-type: none"> <li>• Educational Management Information System (EMIS) Strengthening.*</li> <li>• Secondary vocational education support to Timor-Leste.*</li> <li>• Strengthening Early Childhood Care and Education (ECCE).</li> </ul>
	3.1.6 Schools and the Ministry of Education have emergency preparedness and response plan (EPRP) in place and integrated into a National EPR system.	<b>Overarching objective 2:</b> <i>Strategic programme objective 5:</i> Contributing to disaster preparedness & mitigation	<ul style="list-style-type: none"> <li>• Improving basic education quality through school performance appraisal.</li> <li>• Disaster Risk Reduction for Schools and Communities.*</li> <li>• Integrated approach to climate change mitigation and adaptation.*</li> </ul>
	3.1.7 Out of school adolescents, illiterate youth and women benefit from basic education programmes.	<b>Overarching objective 1:</b> <i>Strategic programme objective 2:</i> Developing policies, capacities & tools for quality education for all & lifelong learning as well as promoting education for sustainable development	<ul style="list-style-type: none"> <li>• Education for Sustainable Development (ESD).*</li> <li>• Using traditional knowledge as a basis for environmental stewardship.</li> <li>• Teacher upgrading through ICT.</li> <li>• HIV prevention education for all.</li> <li>• Promoting youth participation.</li> </ul>
<b>CP Outcome 3.4:</b> Vulnerable populations, particularly from rural areas, enjoy safe living environment including increased access to safe water, sanitation and hygiene	3.4.4 Rural population of 150 sub-villages (Aldeia) have increased awareness level and changed behaviour to ensure safe living environment.	<b>Overarching objective 2:</b> <i>Strategic programme objective 3:</i> Leveraging scientific knowledge for the benefit of the environment & the management of natural resources	<ul style="list-style-type: none"> <li>• Building Timor-Leste's future through science and technology education.*</li> <li>• Water for Healthy People and Environment.*</li> <li>• Biosphere Reserves for Environmental and Economic Security (BREES).</li> <li>• Promoting research and innovation to support science and technology policy.</li> <li>• Building capacity for science and technology stakeholders.</li> </ul>





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